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Report of the Director of Public Instruction Bombay 1856-57

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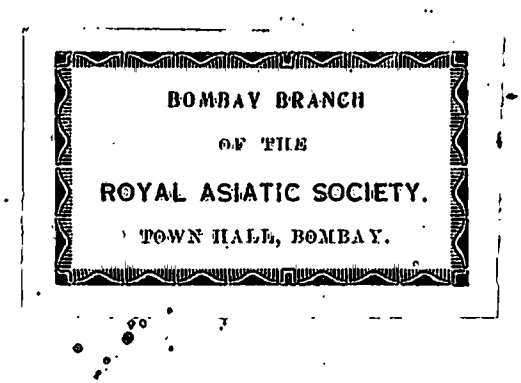

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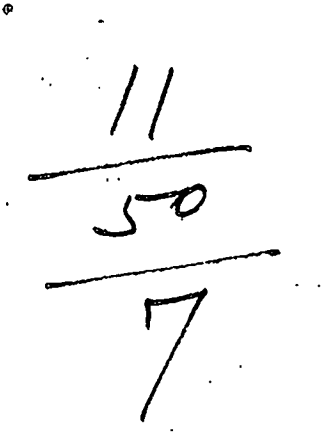

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No. 1061 OF 1858.

BOMBAY:

Office of the Director of Public Instruction,
8th May 1858.

To W. HART, ESQUIRE,

Secretary to Government, General Department.

SIR,—I have the honour to submit the Annual Report of Public Instruction in the Bombay Presidency for the official year ending 30th April 1857.

2. *Departmental Arrangements.—Director of Public Instruction.*—At the commencement of the year under report, C. J. Erskine, Esq., Civil Service, was chief of the Department. Ill health, however, unfortunately compelled him, in the month of August (1856), to solicit leave of absence on sick certificate, when I was appointed Officiating Director of Public Instruction. Subsequently, in February (1857), Mr. Erskine having definitively resigned the office, Government did me the honour of confirming my appointment, on condition of my resigning the post of Remembrancer of Legal Affairs, which I then held, and of relinquishing practice at the Bar.

3. While I officiated for Mr. Erskine, I considered it my duty to administer, to the best of my ability, the educational system as conceived by him. At the same time I visited the colleges and principal schools at the

Presidency and at Poona, and endeavoured to acquire a practical insight into their actual working. I have recorded, under their proper heads, the measures which (principally during the period subsequent to Mr. Erskine's resignation and the confirmation of my appointment) I felt myself able to introduce or to recommend. I derived much valuable practical knowledge from a conference of the subordinate educational officers of the Dekkan Division, which I summoned at Poona in the month of December (1856).

4. *Inspectors and Deputy Inspectors.*—I have had again to lament the unavoidable occurrence of frequent changes among the Inspectors. The Presidency Division has been particularly unfortunate. At the commencement of the year, Dr. Harkness, Principal of the Elphinstone College, held the office of Inspector. He was unable to give that attention to his inspectoral duties which they required; and on his resignation, J. Peet, Esq., Assistant Surgeon, on the 16th of June (1856), was appointed to succeed him. Mr. Peet laboured in his office with great energy. He was intimately acquainted with the history of education in this Presidency, and his strong sense and firmness of character promised a successful administration, when, in the course of his tour in the Southern Konkun, he was seized with a dangerous illness, which compelled him to proceed to Europe in the month of January (1857). Mr. Baker, Deputy Inspector for Belgaum and Dharwar, was ordered to complete Mr. Peet's tour in the Southern Konkun; and the other duties of the Presidency Inspector were temporarily discharged by myself until the 17th April, when R. Haines, Esq., Assistant Surgeon, was nominated to succeed Mr. Peet. The Presidency Division is reported

on by Dr. Haines, from materials found on his predecessor's records.

5. As regards the Sind Division, which is unreported on, in consequence of correspondence which took place between the Bombay Government and the Acting Commissioner (General Jacob), it was decided to suspend temporarily the office of Educational Inspector in that Province, and the Inspector, Captain Lester (10th Regt. N. I.), in August 1856, was transferred to the Dekkan Division.

6. The last-named district had, up to that date, been under the charge of Dr. Seaward, a gentleman who had previously given proofs of his interest in education, but whose health, in consequence of a severe accident, had so much failed that, for several months previous, he was unable satisfactorily to discharge the active duties of his office. He was relieved by Captain Lester, as stated in the preceding paragraph.

7. Thus, of the four Educational Districts, three have been subject to changes, which could not but be extremely injurious. Guzerat alone has had the advantage of being for the whole year under a single most efficient officer, T. C. Hope, Esq., of the Civil Service.

8. The particular operations of the Inspectors and their subordinates will be noted under their several Divisions. The following Table exhibits the official changes during the year :—

I.—Presidency Division.

Name.	Designation.	Date of Appointment.	Amount of Salary.	Remarks.
John Harkness, Esq., LL.D.....	Educational Inspector	10th May 1855.	Rs. 500	In addition to salary as Principal. Resigned.
John Peet, Esq.	Do. do.	18th June 1856.	Rs. 1,000	On sick leave to Europe.
R. Haines, Esq., M.B.....	Acting do.	17th April 1857.	Rs. 1,000	With a travelling allowance of Rs. 5 per diem, when actually travelling.
Rao Saheb Wishwanath Narrayen Mandlick.	Deputy Inspector for the Tanna Collectorate, and the Sub-Collectorate of Colaba, and for the Murathee Schools on the island of Bombay.	2nd June 1855.	Rs. 150	With a travelling allowance of Rs. 3 per diem, when actually travelling.
Rao Saheb Ramchunder Dinnanathjee.	Deputy Inspector for the Rutnagherry Collectorate.	2nd June 1855.	Rs. 50	In addition to the salary of Rs. 100, as Head Master of the English School at Rutnagherry, with a travelling allowance of Rs. 3 per diem, when actually travelling. Resigned.
Mr. Mahadajee Wassoodeo Burvey.	Probationary do. do.	28th April 1857.	Rs. 150	With a travelling allowance of Rs. 3 per diem, when actually travelling.
Mr. Cowasjee Shapoorjee	Deputy Inspector of Guzerathee Schools on the island of Bombay.	22nd Dec. 1856.	Rs. 100	

N.—Dekkan Division.

Name.	Designation.	Date of Appointment.	Amount of Salary.	Remarks.
Assistant Surgeon G. M. S. Seaward	Educational Inspector	10th May 1855.	Rs. 1,000	With a travelling allowance of Rs. 5 per diem, when actually travelling.
Captain J. F. Lester	Do. do.	30th Aug. 1856.		Appointed Medical Storekeeper at Bombay, and Professor of Materia Medica in the Grant Medical College.
		4th May 1857.	Rs. 1,000	With a travelling allowance of Rs. 5 per diem, when actually travelling.
F. P. Baker, Esq.	Deputy Inspector for Dharwar & Belgaum Collectorates, and for the Canarese Districts of Sholapoor.	2nd June 1855.	Rs. 300	With a travelling allowance of Rs. 5 per diem, when actually travelling.
Rao Saheb Mahadeo Govind Shastree.	Deputy Inspector for Poona and Sattara Collectorates, and the Murathee Districts of Sholapoor.	2nd June 1855.	Rs. 150	With a travelling allowance of Rs. 100 per month, when actually travelling.
Rao Saheb Bhasker Damodhur?...	Deputy Inspector for Ahmednuggur and Khandeish Collectorates.	2nd June 1855.	Rs. 150	With a travelling allowance of Rs. 3 per diem, when actually travelling. Appointed to officiate as Murathee Translator.
Mr. Narra[illegible]en Bhai	Acting do. do.	25th July 1856.	Rs. 150	With a travelling allowance of Rs. 3 per diem, when actually travelling.

III.—Guzerat Division.

Name.	Designation.	Date of Appointment.	Amount of Salary.	Remarks.
T. C. Hope, Esq.....	Educational Inspector	9th May 1855.	Rs. 850	With a travelling allowance of Rs. 5 per diem.
Mr. Mohunlall Runsordass	Deputy Inspector for Surat and Broach Collectorates.	12th Dec. 1855.	Rs. 150	With a travelling allowance of Rs. 3 per diem.
	Afterwards for the Surat Collectorate only.	4th Mar. 1857.		
Rao Saheb Pranlall Muthooradass.	Deputy Inspector of Schools for Ahmedabad and Kaira Collectorates.	2nd June 1855.		
	Afterwards for the Purantej, Veerumgaum, Dholka, Jeytulpore, and Duskrohi Purgunnas of the Ahmedabad Collectorate.	4th Mar. 1857.	Rs. 150	Ditto do. of Rs. 3 do.
Mr. Dowlutrow Ootumram	Probationary Deputy Inspector of Schools for Broach Collectorate.	Ditto	Rs. 75	With a travelling allowance of Rs. 2 per diem, when actually travelling.
Mr. Jivanram Jayanund.....	Do. do. for the Gogo Purgunna of the Ahmedabad Collectorate.	Ditto	Rs. 75	Ditto ditto.
Mr. Mayaram Shambhoonath	Do. do. for the Kaira Collectorate.	Ditto	Rs. 75	Ditto ditto.

IV.—SIND DIVISION.

Name.	Designation.	Date of Appointment.	Salary per Month.	Remarks.
Captain J. F. Lester.	Educational Inspector.	20th Feb. 1856.	Rs. 1,000	Removed to the Dekkan Division, *vide* Government Resolution No. 2712, dated 30th August 1856. No successor appointed.

9. *General Operations of the Department.*—The year under report has witnessed a considerable expansion of Government education. Three professorships have been added to the Elphinstone College; the Poona College has been strengthened by the addition of one professorship; and the Central School, Elphinstone Institution, which feeds the Elphinstone College with students, has been placed under a European master. These changes, however, will be particularly considered hereafter. I desire now to direct attention to the increase which during the year has taken place in the number of Government schools, and to the system under which that increase has been effected. In my last Report (for 1855-6, see paragraphs 51 and 52) I described the establishment of the "partially self-supporting" class of Government schools. This system dates from 1854, and is founded on a Notification issued in May of that year by the late Board of Education, the substance of which was that the Board were ready to receive applications from such towns and villages as might be desirous of having a vernacular school established, on the following conditions:—The people were to pay half the salary of the

master, to provide and keep in repair a suitable school-house and furniture, and defray all contingent expenses. From the date of the Notification it was decided by the Board that no school should be opened at the sole expense of Government, but that local communities, desirous of having schools, should be called upon to contribute to their foundation and support. The establishment of this principle indicated that, in the judgment of the Board of Education, a great advance in point of civilisation had been made by the natives of the Presidency; and the experiment, if not wholly successful, has been certainly justified to some extent.

10. When my predecessor was nominated the first Director of Public Instruction, he inherited from the Board of Education the machinery of the partially self-supporting system, which was then (March 1855) in active operation. The Notification of May 1854 had been extensively circulated by the school visitors employed by the Board of Education, and in many quarters indications were seen that the people were ready in some measure to apply for schools on the terms propounded.

11. On the 30th April 1855 the Board were able to report that, "within ten months, applications had been made by thirty-five native communities for the establishment of schools, in accordance with the rules of the Notification." Of these, twenty-five were then opened. In my last Report I stated that, "at the end of the year 1855-6, seventy-eight schools were established on the partially self-supporting system, of which fifty-three were opened in the course of the year." Now I have to report that, during the official year 1856-7, no less than 113 vernacular schools were opened on the partially self-supporting

system; that is to say, thirty in the Presidency Division, thirty-eight in the Dekkan Division, and forty-five in Guzerat. The increase in Guzerat, I will remark in passing, while it reflects credit on the energy of Mr. Hope, the Educational Inspector, seems to show that the alleged educational apathy of the Guzerathee people, as compared with their countrymen, has been exaggerated.

12. It is thus seen that, whatever might be objected to it in other respects, the partially self-supporting system afforded a powerful machinery for establishing schools at less than half the expense to Government of the former wholly-supported State schools. If the system had been allowed to operate freely, each succeeding year would have witnessed the foundation of new schools, probably in increasing numbers, until every village, able and willing to raise four or five rupees a month for that purpose, had been supplied with its own vernacular public school. As a set-off to the Government expenditure involved in such an extension of schools partly supported by the State, there is the saving that would gradually accrue by remodelling the old class of purely Government schools, and bringing them on to the footing of partially self-supporting schools. Still, no doubt, the annual increase of State expenditure would have been considerable, and it was never, I believe, contemplated that the educational requisites of the entire Presidency, under the head of Vernacular Schools, could be thus provided for. All further expansion, however, by means of the partially self-supporting system, has been put an end to by an order of the Bombay Government, dated 15th November 1856, which, "pending a decision as to what sum is actually available for the annual educational expenditure of this Presidency," prohibited the

opening of new Government schools under the terms of the Board's Notification.

13. The check thus imposed on the further development of the Government vernacular school system in this Presidency had its origin in a correspondence, which is not yet terminated, between the Bombay Government and the Government of India. That correspondence was, in the first instance, connected with the question as to what sum should be allowed for grants-in-aid in the province of Sind. The Bombay Government, under date 30th August 1856, recommended that, as an experimental measure, the Commissioner in Sind should be authorised to expend money for grants-in-aid to schools to an unlimited extent, on condition that the amount so expended should not in any one case exceed double the amount subscribed from private sources.

14. The Government of India replied (15th October 1856) that the sum allowed for grants-in-aid in the Bombay Presidency had been fixed at "5 per cent. on the annual educational expenditure" of the Presidency; that from this allowance the requirements of Sind, as of any other province, must be met; and that there seemed no reason for making a special arrangement with regard to Sind. On receipt of this letter, the Bombay Government issued the order before mentioned, which prohibited the opening of new schools on the partially self-supporting system.

15. On the 27th February 1857 the Bombay Government addressed the Government of India, asking for instructions as to what was and what was not to be reckoned part of the gross "annual educational expenditure," upon which the 5 per cent. allowed for grants-in-aid was to be calculated; and it was particularly inquired

whether, for the purpose of calculating the percentage, the Government expenditure on partially self-supporting schools was to be considered part of the general "educational expenditure" or not.

16. In their reply, dated the 27th April 1857, the Government of India, adverting to the partially self-supporting system of establishing Schools, state their opinion that that method of school extension is opposed to the spirit of the Educational Despatch of the Honorable Court of Directors, which laid down the grant-in-aid system as the basis of the scheme of Government education in India.

17. The Government of India further expressed a censure of the partially self-supporting system, on grounds which indicated that they had not perfectly comprehended its real nature. The subsequent correspondence will be adverted to in my next Report.

18. At the end of the year, therefore (30th April 1857), the prohibition against opening new Government schools was still in force, and the only existing means for extending education lay in the "grant-in-aid system," which applies exclusively to private institutions.

19. *Grant-in-Aid System.*—In the course of the year a few applications were made for grants-in-aid by several Missionary or quasi-Missionary schools, as the Money Institution, the Indo-British Institution, the schools of the Free Church Institution at Sattara and Poona, the Church of England schools at Nassick, and some Portuguese schools. Under the provisional rules, however, drawn up for the regulation of grants-in-aid, and which appear in the Appendix, none of these applications could be assented to. The chief difficulty lay in this, that the rules only provide for assistance to schools, already established,

which "give a good secular education." Under instructions from Government I drew up a revised code of rules, which were submitted for the sanction of the Government of India; in the meanwhile no grants could be given, and, in the technical sense of the term, the "grant-in-aid system" may be said to be suspended.

20. But under another name the system has been carried out in this Presidency on a large scale, and with considerable success. In all material points the partially self-supporting system is identical with the grant-in-aid system. Partially self-supporting schools, though nominally Government institutions, partake of the nature of private schools, almost as much as national schools in England. It is true that Government dictate the studies, appoint, remove, and pension the master of a partially self-supporting school; but wherever the State gives funds, it will retain a control over expenditure; and the right of inspection and supervision reserved by the grant-in-aid system to the educational officer may, and in the case of native schools must, be worked in such a way as practically to introduce the Government system into almost every detail of their management.

21. A partially self-supporting school is originated by a petition of a local community; it is more than half maintained by local effort, and it is governed, in name if not in fact, by a local committee of subscribers. It is true that these committees are helpless and listless, and leave almost every thing to the educational authorities; but, even in England, school committees are not unfrequently ignorant and apathetic, the parish clergyman is often the only hearty and well-informed patron of education.

22. In every case the English Government at home requires all the securities for the proper employment of its school grants that we are accustomed to demand in the case of partially self-supporting schools. It pensions the master; it regulates his salary, the number of his assistants and their pay; the size and the fittings of his school-room; the fees of his scholars, their books and studies, and his own professional attainments. The right of inspection and examination is invariably exacted, and, indeed, it may be said there is no one mode of supervision, no kind of control exercised by the Bombay Government over the "partially-self-supporting" schools, that is not virtually exercised by the English Government over the "aided" schools of England.

23. On the whole, therefore, I think we are justified in considering our partially self-supporting schools as recipients of grants-in-aid within the spirit, if not within the letter, of the Honorable Court's Despatch.

24. Besides the partially self-supporting schools, various special institutions, managed by private persons and receiving assistance from Government, may be considered as aided institutions. Among these may be mentioned the following:—

1*st*.—The Parsee Benevolent Institution at the Presidency, the funds of which are placed in the Government Treasury at the favourable rate of 5 per cent. It was inspected by Dr. Peet in October last, but, owing to his illness, no report has yet been submitted to me.

2*nd*.—The Roman Catholic and Scottish Female Orphanages, institutions three in number, and which receive a capitation allowance from Government on account of those inmates who are the orphans of soldiers. The Scottish

Female Orphanage has been visited by the Inspector, but not formally reported on.

3*rd*.—The schools of the Bombay Education Society at Byculla, which were minutely inspected in October last by Dr. Peet.

25. We may also account the Free Church schools at Sattara as already, in a certain sense, receiving aid from Government. In anticipation of a grant-in-aid, Government has allowed the Rev. Mr. Aitken, the superintendent of the schools in question, to occupy a large building in Sattara, formerly a palace, and named the Rung Mahal. A class for schoolmasters is in course of training by Mr. Aitken. The Indo-British School at Kurrachee enjoys a grant-in-aid of Rs. 80 a month.

26. In addition to the above, the new rules for grants-in-aid, if sanctioned by the Supreme Government, will admit of attention being paid to the claims of the following institutions:—

1*st*.—The Money School, which was visited in October last, when 335 children were present, the majority being Hindoos of all castes. No fee appears to be required for admission. The pupils in English made a very poor appearance indeed, a circumstance apparently owing to the insufficiency of European direction.

2*nd*.—The Indo-British Institution, which is a kind of orphanage, and, like the last-mentioned institution, is connected with the Church Missionary Society, though local contributions form its chief support. Fifty-seven boys and an equal number of girls, chiefly Indo-British and Indo-Portuguese, though including other Europeans and natives, as well as Armenians and Africans, are boarded, lodged, and educated here. The teach-

ing hardly goes beyond elementary reading, writing, and arithmetic.

3*rd*.—The Free Church of Scotland educates, in English and vernacular, upwards of 1,860 scholars at Sattara and Poona, 150 whereof are girls. Of the whole number, 400 are receiving an English education.

4*th*.—The Church of England has six schools at Nassick, for which Government aid has been asked.

27. *Portuguese Schools*.—Schools of the Portuguese education, five in number, have applied for aid. They are said to be in a very low state of efficiency, and under the provisional rules are consequently disentitled to a grant.

28. *Allibagh Anglo-Vernacular School* has applied for aid and has been inspected, but is not in such a state as to justify a grant under the provisional rules.

29. Equally, in respect of such institutions and of our own partially self-supporting schools, it may be remembered that the most part, if not the whole, of the Government subsidy will, in all cases, go to provide due remuneration for efficient masters. It is therefore clear that one important difficulty in the way of conferring grants-in-aid would be obviated, were the masters in question furnished with trustworthy certificates of professional attainments and qualification. It is evident that the intentions of Government may be completely frustrated so long as it has no guarantee that the *teaching* power in the institutions aided is of adequate quantity and quality. In the case of partially self-supporting schools of the lower class, the difficulty in the way of introducing a system of certificates of merit is mainly caused by the very low rate of remuneration allowed to the masters, and consequently their necessarily very slender attainments. In the case of superior

schools, a University degree will be sufficient guarantee for *knowledge*, but not for *professional skill*. In the absence of first-rate training schools, stringent and precise regulations, as to what will be required in the way of teaching by the Government Inspector, are necessary if we wish to secure this all-important point. It is obvious that expensive apparatus, convenient premises, learned superintendents, unexceptionable text-books, will alike be wasted where scholastic tact and professional training are absent.

30. *Training of Schoolmasters.*—The existing provision for the training of schoolmasters was evidently defective. There was a "normal school" for Murathee masters at Poona, a Murathee and Canarese class at Dharwar, a Guzerathee class at Ahmedabad, and another at Surat. The first of these certainly enjoyed the superintendence of the head of the Poona College, but not one of these institutions was under a professional training master, whether European or native. It is well known that in England school-keeping is now a recognised art or craft, and is taught like other arts. In the case of persons of great original ability, it may be that such special training would not add much to their practical efficiency. They will find out their own methods, and use them with success. But with persons of inferior talent and humble education, the case is very different; for them professional training is every thing, as it is for any other artisan in his particular calling.

31. Without a provision for teaching the art of schoolmastership, a training school—or, to use the unmeaning term which it would be well to disuse, a normal school—is in no material point different from an ordinary school for general education. A young man leaves it to take charge

of a school without having had any practice in teaching, any instruction in school organisation, in the arts of lecturing and examining, or in the secret of maintaining moral discipline.

32. For the complete success of an Indian training establishment for masters, vernacular as well as English, three elements seem required. *1st.*—A superintending and teaching staff, capable of exercising strong and permanent moral and refining influence, as well as communicating sufficient positive knowledge. *2nd.*—Provision for teaching the pupils the special business of school-keeping. *3rd.*—A school of boys, in which they may practise teaching under the eye of their professional instructor. In the present state of education in this Presidency, the statement of the first and second of these requisites is equivalent to saying that there must be European superintendence and a European teacher of "method."

33. My predecessor, Mr. Erskine, who, I believe, holds the views here expressed, proposed to Government, in January 1856, the establishment of two complete "training colleges," one at Ahmedabad, the other at Poona, on a scale commensurate to the requirements of the Presidency. He proposed for each college a principal, on Rs. 600 a month; a vice-principal, on Rs. 450; a head master for the model (or practising) schools to be attached to the college, on a salary of Rs. 450. Besides these charges there would be expenditure requisite for native teachers, house rent, servants, apparatus, books, scholarships, &c.

34. The Bombay Government were pleased to approve of these proposals, which were submitted to the Honorable Court of Directors and communicated to the Supreme

Government. Inquiries were also instituted in England for competent persons to fill the proposed appointments.

35. The Government of India, however, in a letter dated 1st May 1856, expressed an opinion that the establishment of training schools on the scale proposed by Mr. Erskine was at least premature, no body of pupil-teachers being in existence to supply the contemplated colleges with competent scholars. It was suggested, moreover, that the establishment of such schools should be undertaken tentatively, or by small beginnings capable of expansion. To transplant to India a complete normal institution for the training of schoolmasters, upon a scale not inferior to the most elaborate European seminaries of that class, without any experience of the system by which it was to be fed or of the means of ensuring that it should work to the end for which it was designed, was thought scarcely consistent with prudent policy, and was even likely to increase the difficulty, which had already embarrassed Government, of retaining in its educational service those whose training for that purpose enabled them to command better terms elsewhere.

36. These views of the Supreme Government seemed to put an obstacle insurmountable for the time in the way of Mr. Erskine's scheme.

37. It remained therefore to make use of humbler machinery. The "normal scholars" at Poona, Ahmedabad, and Surat, were increased in number; and at the two first-named places an approach was made to the foundation of a vernacular training school. The normal school attached to the Poona College was transferred into an adjoining building, and especially recommended to the supervision of the Rev. J. Murray Mitchell, whose interesting letter on the organisation and studies of the school appears in the

Appendix. The statements of Mr. Mitchell, however, it should be explained, rather point to what is proposed than what has actually been effected. Until a master is set over the school, who has learnt in England how to teach the profession of schoolmastership, we shall be exposed to the disappointment which constantly attends amateur efforts.

38. The Ahmedabad training school has been organised as well as was practicable. It is supervised by Mr. Curtis, the energetic head master of the English school, and during the monsoon it will be watched over by the Educational Inspector. A very commodious building has been rented, which accommodates the normal scholars, and a large school of boys whom they partially teach. A competent English training master is here also much required.

39. There was still wanting a provision for the training of English teachers. Our native English teachers are generally young men from the Government Colleges, who neither in knowledge of English nor in professional skill reach the standard which satisfies me. My predecessor was strongly impressed with the superiority of Europeans to natives, both as schoolmasters generally, and particularly as English teachers. The Board of Education seem to have held an opposite view, and deliberately substituted native for European teachers. This mistake, as it seems to me, was the main reason of the failure of the Government Colleges in 1855-56, which created so much public discussion. Young men came up to college quite unprepared to receive instruction through the medium of English, and the professors wasted their efforts in attempting to teach literature and science side by side with grammar and

colloquial English. Mr. Erskine, with the view of remedying the evil, made the following proposition:—

40. *European Masters.*—One first class European master, to be engaged on a salary of Rs. 450 a month; six second class masters, on Rs. 300 each; and eleven third class masters, all Europeans, on Rs. 200 a month, to be distributed among the English schools of the Presidency. The large majority of these masters to be imported from Europe. I believe this plan, if carried out, would have been the greatest step made by education in Western India since the foundation of the Elphinstone Institution; and, so far as my personal judgment is concerned, I would willingly consent to the extinction of the Poona College and of all proposed provincial colleges, in order to secure its realisation. Without wishing to cast any slight on the Bombay College or its accomplished professors, or to insinuate any doubt of the policy which has strengthened that college with additional professors,—for I cordially approve that policy, and clearly see the beneficial results of it,—I think that the great need *now* is to apply the powerful influences of European education directly to native pupils while they are boys, while their organisation is elastic, and they are capable of mastering a new language and learning new habits. It has been often observed that native school boys are singularly quick and intelligent. I do not hesitate to say that, looking at the unfavourable social and domestic circumstances which surround them, they have, as a class, more quickness, more docility and love of learning, than English boys.

41. At sixteen or seventeen, the epoch of marriage, a change takes place that is really lamentable to witness. Energy, vivacity, and power of acquisition seem at once to

depart; and, save in respect of docility, any comparison between our college students and English undergraduates is unfavourable to the former to an extent that painfully impresses a newly-arrived professor.

42. An object of importance, therefore, seems to me, as it seemed to my predecessor, to anticipate the critical period of life which changes the clever school boy into the dull student, and to apply more powerful machinery than we at present possess to educate our most hopeful pupils. All the Educational Inspectors are unanimous on this point; and the striking success of the two existing schools presided over by European masters (at Surat and Ahmedabad) seems to show that the natives are alive to the same truth.

43. The Bombay Government were pleased to recommend Mr. Erskine's proposal to the Honorable Court of Directors, who replied that they were desirous, if possible, of engaging the services of persons already in India instead of importing masters, and they also stated their opinion that the proposed scale of salaries was too high.

44. I made inquiries on the subject, and found reason to suppose that if there were a really efficient training college in Bombay, it might be possible to train a considerable proportion of the requisite English teachers therein. Accordingly, on the 28th March 1857, I laid before Government a scheme for such an institution.

45. *Proposed Training College in Bombay.*—This proposal involved the division of a portion of the funds which supply junior assistant masters to the Central School Elphinstone Institution, for the purpose of founding normal scholarships to be held by candidates for employment as English teachers. I contemplated the employment of

two of the College Professors on moderate salaries to lecture to the scholars, in English and science, and of Mr. Smith, the head master of the Elphinstone Central School, to give them lessons on school-keeping and teaching. The scholars, teaching under Mr. Smith's superintendence, would supply in the Central School the place of the assistant masters dispensed with. This scheme was generally approved by Government; but (to anticipate the history of the next official year) before the details were arranged, political events occurred which forbade any increase of educational expenditure. I trust that it may be soon possible to revive the plan in an amended form.

46. *Aid to Indigenous Schools.*—I have thus considered the chief methods employed by the Department for the direct extension of education in the Presidency. Government have, on several occasions, expressed their opinion that an attempt should be made to improve the indigenous schools of the country. I am unable to report that any advance has yet been made towards an organised movement for that purpose. The Inspectors do not hope for any considerable success in dealing with these institutions. "Inspection," as Mr. Hope says, "seems to produce no effect on them." My impression is, that the indigenous schools perform a very useful function while they are free from Government interference, which they would no longer discharge if interfered with. They afford a refuge for the numerous classes who distrust Government education, its motives, policy, and effects. They thus draw off active opposition from our schools, and give no grounds for the irritation which the Government system seems to have produced in other parts of India.

47. At present Government schools, by their incontest-

able superiority, carry off in free competition the boys from indigenous schools. I am not without apprehensions that, if the Inspectors and Deputy Inspectors were to devote their energies, as an important part of their duty, to reform the native institutions on the Government model, they would create considerable alarm and dissatisfaction. Wherever, on the other hand, the managers of an indigenous school freely invite Government inspection and advice, as they have done occasionally, of course the opportunity should be embraced.

48. Meanwhile there is, I believe, a tendency to self-improvement on the part of the indigenous schools, caused by the success of our own establishments. Probably the publication and dissemination of very cheap books, such as the Guzerat Vernacular Society print for Mr. Hope, will do much to aid this movement. I have had this point under anxious consideration.

49. Further, I frequently hear of indigenous schools as being opened by former pupils of Government schools, on a system which copies some details of our own. As the old masters of indigenous schools, the natural opponents and slanderers of European instruction, die off, it seems likely that their places will be supplied by young men with less bigoted views.

50. These remarks, however, on the prospects of indigenous education, do not apply with uniform force to all parts of the Presidency. Thus the indigenous schools in the Dekkan are superior to those in Guzerat, and the Guzerat schools better than those in the Presidency Division. In the Dekkan, indeed, it may be hoped that the proposed modifications in the rules for grants-in-aid may remove some of the obstacles that at present stand in the way of

the wished-for alliance between the Government and the indigenous schools of the country. The following account, at least, by Mr. Narayen Bhai, of those in his own sub-division (Ahmednuggur) seems to afford reasonable grounds for such an expectation. It shows also that the state of public feeling here is widely different from that which is described in other parts of India, where the "Puntojee" is invariably spoken of as suspecting and repelling Government offers of aid.

"The *masters would be delighted to receive* the slightest "aid; but, under the existing rules, none can claim it. It "is not suspected that these schools will ever rise to a "position entitling them to the indulgence, unless a thorough "reform takes place in the character of the teachers, and "in the ideas of the people regarding the sphere of educa-"tion. The improvement of these schools is a work of no "small difficulty; a class of persons able and willing to "perform the duties of teachers must arise; a sufficient "inducement must be held out to them, and a desire for "better instruction must be created. *Pupils of the Govern-"ment schools* might have taken advantage of the rules for "grants-in-aid, and opened schools on their own account, "had there been existing a prospect of their succeeding, "under the present discouraging circumstances, in training "up schools to the requirements of the rules.

"It seems advisable that the existing rules for grants-"in-aid, which are totally inapplicable to the present "state of the indigenous schools, should be re-constructed "and adapted to it. The standard of studies should be "lowered, and the degrees of gradation should be increased, "so as to leave it within the power of the teachers to raise "their schools to the higher grades without much difficulty.

"The scale of grants-in-aid may also be proportionately "reduced. If such a measure be adopted, some of the "teachers may strive to bring up their schools to the "requirements of the rules, and apply for aid; and the "example of the successful candidates may be followed by "others. When these schools are brought under Govern- "ment inspection, it will not be difficult to improve their "state; the inspectors will suggest better plans, and have "them carried out by the schoolmasters; and gradually "we may expect to see the schools rising to the level of "Government schools."

51. In the Guzerat Division, the following indigenous schoolmasters are mentioned by the Inspector for their comparative success and intelligence:—Umiashankar Laljee, at Babra; Viranji Bhut, at Kambalia; Krishnaram Purnavand, at Surat; Narayan Kirparam, Atmaram Naranram, and Varsaldas Janmadass, Surat, in Gopipoora; Purshotum Nathooram, at Dhollera; and Soobharam Gunputram, at Ahmedabad.

52. *Appropriation of Local Funds to Education.*—There has been considerable correspondence on this subject, which is embarrassed by difficulties partly legal, partly political. I reserve it for a future occasion, my views not yet being matured.

53. *Taxation for Educational Purposes.*—The suggestions made under this head may be divided into proposals for, (1) a compulsory educational rate to be employed in founding free common schools of an elementary order; and (2) for an Act enabling communities to tax themselves, on the principle of the Municipal Act, for the establishment of common schools. Many inquiries have been made of local officers as to the policy of measures of this kind, and

contradictory opinions have been returned. The second course seems less open to objection than the first, and the Government have authorized the preparation of a draft Act in that sense.

54. As an illustration of the present mode of procedure under the partially self-supporting system, I again quote the sub-inspector of the Ahmednuggur sub-division, whose remarks are full of good sense and suggestiveness :—

"First, we beg for applications for schools; and when "we have got them, and when we have opened schools, a "most humiliating system of begging commences. The "masters go to several persons who have put down their "names in the applications for schools, or who send their "children into the schools, and ask for the amount "due to them. The contributors or the parents of the "children say that they are unable to pay. The mas- "ters demand the amount expended by them for contin- "gencies, and are told by the people that they had not "promised to pay the charges. The masters go to the "parents, and ask them to send their children to the schools, "and are told that they (children) would be sent to their "schools, if they (the masters) promised to teach them "privately some hours every day, or to read some religious "book at their houses, or to do some other religious "work. The masters demand the monthly fee; and the "people either say that they are unable to pay the amount, "or discontinue sending their children to the schools. "The masters report the circumstances to the Deputy In- "spector, and he asks the Mamlutdar to arrange matters. "And what is the result? The Mamlutdar reports either "that the people have promised to behave well in future, "or they do not care for education, and do not require the

"schools. The Deputy Inspector visits the schools during "his tour, and points out to the people the advantages "of education, and their duty towards their children; but "they listen to him with cold indifference, &c. Again, not "only do not the boys pay it (the fee) in advance (as re- "quired by the rules), but they do not pay it willingly "even at the end of the month. A boy gets himself ad- "mitted into a school, attends it for about a fortnight, and "then leaves it, refusing to pay the fee. Another absents "himself from the school for a week or fortnight, and "then refuses to pay for the whole month. A third falls "sick for some time, or goes on leave, and then pays no- "thing for the time. A fourth remains in the school for "some time, and, when dunned for the payment of the fee, "leaves it and goes to an indigenous school, the master "of which he similarly deceives after some time. In par- "tially self-supporting schools, the pupils who are required "to pay something towards the master's salary, in addi- "tion to the monthly fee, grumble at the amount, and "make its largeness a pretext for not paying anything. In "Government schools only a small portion is recovered "before the end of the month, and the masters adopt some "coercive means for recovering the remainder."

55. Of course much of what the Inspector thus describes admitted of and obtained instant correction; and the rest, in my eyes, is rather an argument, as I have observed elsewhere, for lessening our demands in particular cases, than for resorting to compulsion as a means of satisfying them. Still it is important to observe that the opinion of all the Inspectors is that coercive means would not only excite no dissatisfaction on the part of the people, but would in very many instances be even cheerfully acquiesced in.

56. *Miscellaneous.*—It may be proper here to advert in general terms to the indirect educational influences at work in the Presidency, more or less in co-operation with Government. Such are the several vernacular periodicals which are liberally subscribed to by Government; the Guzerat Vernacular Society, whose cheap publications have been already referred to (the Dekkan Vernacular Society seems to have slumbered for some years past); the publication of school books by the Educational Department; the re-organisation of the Bombay Mechanics' Institute, which, with the aid of Government, designs to found courses of public lectures; the Students' Literary and Scientific Society in Bombay, an offshoot of the Elphinstone Institution, seems to have lost the impulse which led it to found its female schools, but promises to revive under new management. To these must be added the several native libraries, or reading rooms, in Bombay and the Mofussil, to which Government makes presents of books; the Government Central Museum at the Presidency, branches of which are designed to extend into the Mofussil. But, in a large view, it cannot be doubted, I think, but that the most powerful indirect educational agent at work under the auspices of Government is the Railway.

57. I proceed to consider the educational establishments supported by Government in the Presidency.

58. *University.*—The Bill for the incorporation of the Bombay University had not passed through the Legislature at the end of the year under report. The following gentlemen were nominated as members of the future Senate :—

Chancellor.

The Right Honorable the Governor of Bombay for the time being.

Vice-Chancellor.

The Honorable Sir W. Yardley, Knight, Chief Justice of Her Majesty's Supreme Court of Judicature at Bombay.

Fellows.

Ex-officio.

The Honorable Members of the Council of Bombay.

The Bishop of Bombay.

The Director of Public Instruction.

The Educational Inspector, Presidency Division.

Principals of Government Colleges, and Representatives of Colleges affiliated to the University.

P. W. LeGeyt, Esquire, Member of the Legislative Council of India.

The Honorable Sir M. Sausse, Puisne Judge of the Supreme Court of Judicature of Bombay.

Sir Jamsetjee Jejeebhoy, Knight.

M. Larken, Esquire, Puisne Judge of the Court of Sudder Adawlut, and President of the late Board of Education.

Juggonath Sunkersett, Esquire, Member of the late Board of Education.

Bomanjee Hormusjee, Esquire, Member of the late Board of Education.

Bhawoo Dajee, Esquire, Graduate of the Grant Medical College, Member of the late Board of Education.

M. Stovell, Esquire, Surgeon in the Bombay Army, Secretary to the late Board of Education.

C. J. Erskine, Esquire, Civil Service, late Director of Public Instruction.

W. E. Frere, Esquire, M.R.A.S., Senior Puisne Judge of the Court of Sudder Adawlut, President of the Bombay Branch of the Royal Asiatic Society.

Major General C. Waddington, C.B., Chief Engineer of Public Works.

The Rev. J. Wilson, D.D., F.R.S., Honorary President of the Bombay Branch of the Royal Asiatic Society.

The Rev. P. Anderson, M.A., Chaplain on the Bombay Establishment.

H. B. E. Frere, Esquire, Commissioner in Sind.

Lieutenant E. F. T. Fergusson, I. N.

Mahomed Yosoof Moorgay, Kazee of Bombay.

J. J. Berkley, Esquire, F.G.S., M.I.C.E., President of the Bombay Mechanics' Institution, and Chief Resident Engineer of the Great Indian Peninsula Railway Company.

H. L. Anderson, Esquire, Secretary to Government.

59. There has been so much misapprehension as to the nature of the University, that it may be useful here to state that it is not designed to supply a new direct educational agency, but simply to test and certify the attainments of students who may become candidates for its Degrees and other honorary distinctions. It has been suggested that the establishment of the University is a step taken in the wrong direction, a further development of high education at the expense of the more needed and humbler class of instruction.

60. The fact is that, with the exception of the salary of the Registrar and Examiners, which will be inconsiderable in amount and partly met by fees, the expense of the University will be little or nothing, while it will obviously have a beneficial effect on every college and school in the country which can hope to train boys to compete for its distinctions.

61. It will further undoubtedly afford a stimulus, and

supply an aim to institutions of the humble order, with which it has been sometimes invidiously compared. Experience only will show whether its establishment is premature. Clear standards of examination, reasonably high, and sternly adhered to by the University officers, will supersede speculation as to the attainments of our college students, and will, it is hoped, put a stop to much irritating discussion on that subject.

62. *Government Colleges for General Education.*—My attention was early directed to the re-organisation of the Elphinstone and Poona Colleges, of which the Government Examiners of 1855-56 had reported unfavourably. I had personally taken part in the examination of the Elphinstone College, and expressed my opinion that the fundamental reform needed was the supply of a better preliminary school education. Since then I have found reason to repeat this opinion on many occasions; and I have laid a plan before Government for the institution of a set of seven High Schools or Grammar Schools, the special object of which should be to prepare young men for college.

63. But there were also some improvements manifestly required in the colleges themselves. These improvements have been introduced, as far as possible.

64. In the first place, the system of scholarships and free studentships was re-organised. I found that in the Elphinstone College, 24 scholarships of Rs. 10 each, were awarded to freshmen; 12, of Rs. 15, to second-year men; 6, of Rs. 20, to third-year men; and 3, of Rs. 30, to fourth-year men; the effect of which arrangement was to provide the minimum amount of encouragement where the maximum was wanted, and *vice versâ*. It was easy to understand the fact that students drop off from the college

year by year, so that hardly four or five remain to complete a full four-years' course of study. The scholarships were remodelled on the principle of giving the same *number* of scholarships to each "year," and making the third and fourth year scholarships more valuable than the junior ones, so as to offer an inducement to the holders to remain at the college. Now, 10 scholarships, of Rs. 10 each, are appropriated to the freshmen; 10, of Rs. 10, to the second year; 10, of Rs. 25 and Rs. 20 (5 "first class," and 5 "second class"), to the third year; and the same to the fourth. The first and second year scholarships are termed "junior," the third and fourth year "senior."

65. As regards "free" students or scholars, I found that they were admitted without numerical limit. Forty-eight persons were admitted free to the college during the year 1855-6. I thought this number should be retrenched, and directed that for the future five free studentships for each year, or twenty in the whole, should not be exceeded. At present, therefore, there may be at any given time forty paid scholars and twenty free students in the college. This encouragement to merit appears to me to be ample, looking at the comparatively languid competition that is provoked at the scholarship examinations. I can, however, predict with confidence, that year by year competition will become more active. My next Report will contain facts of an encouraging nature under this head.

66. *Poona College.*—The reform of the scholarship system at the Poona College was still more urgently called for. The 38 scholarships of that college (value Rs. 6 and Rs. 5) were tenable for ten years each, and were held, as regards half of them, by children in the school department. This arrangement seemed to me to minimise the

value of scholarships as stimulants to study, particularly to college study. The funds were thus re-distributed :—for freshmen in the college department, 8 scholarships, of Rs. 5 each; for the second year, the same; for the third year, 8 (four "first class" of Rs. 8, four "second class" of Rs. 7); for the fourth year, the same as for the third.

67. I found that free students were admitted to the College with a profusion that appeared excessive. As in the Elphinstone College, I limited the award of free studentships to five for each year.

68. Now, therefore, the total amount of scholarships and free studentships in the Poona College at any one time will be 52 (viz. 32 of the former, 20 of the latter).

69. And, considering the two colleges together, 72 young men are always receiving from Government a gratuitous university education, together with a handsome stipend; while 40 are educated free of charge, without receiving a stipend. Very few persons are found willing to pay the very moderate fees (Rs. 5 a month at Bombay, Rs. 2 at Poona) for college instruction. This fact may appear surprising, if we look at the anxiety expressed, and the exertions made, by native gentlemen for the establishment of the Elphinstone College. But the idea, so fixed in our minds, that a liberal education is essential to the character of a gentleman, seems to have made little progress in this part of India.

70. Printed standards for scholarships, junior and senior, were circulated among the chief English schools. For the former, it was directed that candidates should not have exceeded the age of nineteen, for the latter, twenty-one years. The names of scholars elected in April (1857) will be found in the Appendix.

71. *Studies.*—Connected with the organisation of scholarships was the organisation of college studies. The full curriculum was estimated to last four years, distributed between a junior and a senior course of study, each of two years. The junior course, obligatory on all, was restricted to language, logic, and mathematics, with some history and natural science; the senior course was so designed as to leave some latitude of choice to the student, who might have a preference for (*a*) Literature, for (*b*) Law, or for (*c*) Science.

72. The arrival, in December 1856, of three new professors (Messrs. Hughlings, Owen, and Rawlinson) for the Elphinstone College gave facilities for this re-organisation of studies, which, however, was not completed within the year under report. It also became possible to remedy the manifest evil, theretofore prevalent, of dividing the college classes not according to proficiency, but according to college standing (as first-year students, second-year students, and so forth).

73. The extreme weakness of the European staff of the Poona College—consisting, during part of the year, of two persons only, and for three months of only one person, Professor McDougall, Acting Principal, made it impossible to carry out at once the same plan of studies as at the Elphinstone College.

74. The staff and other particulars of the Elphinstone and Poona Colleges appear in the Appendix, together with the Report of the Government Examiners, which will be read with interest.

75. On the whole, the Report is favourable. I would draw attention to the apparent eradication of the discreditable fault of bad spelling, to the success of Mr. McDou-

gall in the mathematical teaching of the Poona College, and to the excellence of the text-book in conic sections prepared by the Rev. Mr. Rawlinson for the Educational Department. I beg to speak, from personal knowledge, of the great ability, zeal, and efficiency of the three professors, Mr. Owen, Mr. Rawlinson, and Mr. Hughlings, added to the staff of the Elphinstone College.

76. It seems just, however, to request Government to suspend their judgment as to the working of the two colleges which, during the past year, have passed through a revolution so complete as that above described. The retrenchment of free studentships on the one hand, and perhaps to some extent the severe reports of the Government Examiners on the other, have for the moment diminished the number of pupils; while the additional professors in the course of three months have obviously not yet had time to produce the results that may be hereafter expected from their teaching. At the end of the year under report the Elphinstone College was, as a whole, working with great efficiency. The Poona College was still waiting for an efficient principal, capable, in point of scholarship, energy, and professional skill, of introducing the method and discipline which, in all branches except mathematics, were so signally wanting in that institution. In the meanwhile the Rev. J. Murray Mitchell, as before mentioned, on the invitation of my predecessor, consented to act as visitor of the college, and, besides giving some useful lectures in the English department, drew up valuable suggestions for the Sanskrit and normal departments, and for the vernacular studies of the college, which will be found in the Appendix.

77. *Poona College remodelled.*—It may here be mentioned that, at the close of the year under report, the Poona

College was remodelled, and its organisation simplified with a view to further changes. Instead of a number of (so-called) departments, the composition of which was exceedingly intricate and hard to understand, the following constituents only were recognised:—

(1) The College (previously the English department of the college department) under a principal and professors. Studies; English literature and science, Vernacular and Sanskrit.

(2) The college school (previously the English and vernacular departments of the school department), under a head master and assistants, designed to train boys for the college.

(3) The Sanskrit department, an anomalous institution speedily to be reformed. This department will be specially considered in next year's Report.

(4) The normal school attached to the College, which is mentioned under the head of Training Institutions for Masters.

78. *Grant Medical College.*—The Report of the Grant Medical College appears in the Appendix. The Principal complains of the paucity of qualified candidates for admission, and attributes the fact to the inefficient state of the English schools throughout the country. It is certainly true, that no adequate provision exists for training boys for college; and this remark applies equally (as the principal says) to all colleges for general as well as professional education.

79. The schools in this Presidency, denominated "English" schools, are, with the exception—the very recent exception—of the Central School of the Elphinstone Institution, and of the Surat and Ahmedabad schools,

under native head masters, on salaries not exceeding Rs. 100 a month? I do not think it can fairly be expected that natives should be able to impart to their pupils such a practical command of the English language as to enable them with profit to enter on a course of college study of any kind. The late Board of Education held a different opinion, and thought that European masters could be safely dispensed with, but the experiment has unquestionably failed. Until High Schools, or Grammar Schools, are established under competent European scholars, charged specially with the function of preparing boys for college, our superior education will be subject to insuperable difficulties and will create constant disappointment. Some illustration of this view may be afforded by conceiving the case that, in England, all grammar schools and public schools were closed, and that the Universities were recruited with under-graduates from the commercial and national schools, instead of Eton and Winchester.

80. But, in fairness to our so-called English schools, it should be mentioned that their best pupils have not of late entered the Grant Medical College. The present class of medical students is decidedly, in point of ability and acquirements, below the rank of those in general literature and science. This is to be attributed to the undoubted fact, that the natives of India have not, in general, a taste for the studies, or some of the studies, which are comprehended in the medical curriculum. The large majority of students are attracted to the Grant Medical College by the stipend which they receive while there, not by any inclination for the profession which is there taught them.

81. It may further be pointed out that, however inferior the candidates for matriculation may be, no private

institution is able to compete with the boys from Government schools. Of the 17 candidates who were registered in April 1857, 15 were from the Elphinstone Institution and other Government schools, the residue from private institutions. The six successful candidates were all pupils of Mr. Smith, of the Central School Elphinstone Institution.

82. His Lordship the Governor of Bombay, at the annual meeting of the Medical College in April 1857, expressed his amazement that the exceptional prospects held out to young men at the institution did not attract more pupils. "There is certainly no line of life, as far as I know, in Europe, which promises equal advantages to poor and friendless young men of average industry. A first-rate education, together with a comfortable maintenance at college; and finally, on graduation, employment under Government, on a salary which is more than handsome; it seems inexplicable that such privileges should positively go begging among Indian youth.

83. Besides the native distaste for medical pursuits, a cause perhaps is to be found in the very fact of the present eleemosynary system of the college, which seems to assume that none but paupers will enter it. Yet this system, in the opinion of Dr. Morehead, the Principal, cannot yet safely be dispensed with.

84. Meanwhile three candidates only are pronounced qualified for diplomas in 1857,—a result which, considered in itself, seems wholly inadequate to the magnificent establishment of the Medical College.

85. I believe the remedies for this unsatisfactory state of things to be, first, the education, in really "English" schools, of a considerable number of young men capable

of receiving college instruction through the medium of English; and, secondly, the abolition of the stipendiary system of the Medical College. At present all that can be done is, to resolutely keep up the entrance and subsequent examination standards, even though the result should be the rejection of every candidate.

86. *Law Professorships.*—J. F. Hore, Esq., Chief Judge of the Bombay Court of Small Causes, and R. T. Reid, Esq., Barrister-at-Law, hold each a Government Law Professorship; and Mr. Reid is also Perry Professor of Jurisprudence. It will be for the University, when constituted, to consider what relations shall exist between these Professors and its Law Faculty.

87. The following is the provisional scheme of studies laid down for the law classes. In my opinion it will require extension in point of time.

First Year.—Lectures by Perry Professor of Jurisprudence. General Jurisprudence, in connection with the elements of Roman and English private substantive law.

Second Year.—(1) Lectures by Government Law Professor (Professor Hore). The Law of Contracts and Mercantile Law. (2) Lectures by Government Law Professor (Professor Reid). The Principles of Judicial Evidence.

Third Year.—(1) Lectures by Government Law Professor (Professor Hore). Equity Jurisprudence, together with the Hindoo and Mahomedan Law of Succession. (2) Lectures by Government Law Professor (Professor Reid). The Indian Penal Code, and Outlines of Judicial Procedure.

88. Professor Reid lectured two hours a week to the first year, or "candidate law class," and two hours a week to the second year, or "junior law class," on Evidence, the text-book being Best's Treatise.

89. Professor Hore lectured two hours a week to the second year, on Mercantile Law, and the Law of Contracts.

90. There was no third year, or "senior law class."

91. Of thirty-six students from the first-year class of 1855-56, twenty-six, on examination, were passed into the second year, or junior law class.

92. The Government, at the end of the year (April 1857), applied to the Government law officers, who are gentlemen practising at the Bar, with the view of inducing them to conduct the examination of the law classes, but, on their declining the duty, directed me to perform the task. I conducted the examination accordingly, receiving the assistance of J. S. White, Esq., Barrister-at-Law, in the valuation of the answers. My impression of the law students was decidedly favourable. The following is an extract from my report:—

"(2) Eighteen students presented themselves for ex-
"amination; of these, eight were school teachers, chiefly
"in the Elphinstone Institution; four were clerks; one a
"newspaper reporter; one an articled clerk to an attorney;
"two were interpreters in the Supreme Court and the Small
"Cause Court; and two candidates were unemployed. With
"the exception of the two last, who were each 20 years old,
"the students examined were of ages between 24 and 28.

"The classes having only completed the second year
"of the triennial law course, I thought it proper to limit
"the examination to the books and parts of books actually
"studied by them up to this time.

"(4) At the end of the third year they will be tested in
"the several branches of law as *subjects;* on this occasion,
"I was contented to test their knowledge of the *books* which
"they had read.

"(5) I am anxious that this should be distinctly under-
"stood, in order to prevent mistakes or disappointment
"hereafter. The present examination has been essentially
"scholastic; and not professional. Next year the students
"must be prepared to face an ordeal of a very different
"character, in which they will be called upon not only to
"remember the maxims and distinctions laid down in
"their text-books, but to select and apply this knowledge
"to questions that occur in actual life,—to questions that
"will be propounded without any regard to whether a
"formula may be found in Addison or Story exactly fitted
"for the resolution of them.

"(6) The students had read, during the past year,
"portions of Best on Evidence, under Professor Reid; and
"of Addison on Contracts, under Professor Hore. My
"questions on these treatises are annexed.

"(7) I also set a paper of questions on Jurisprudence,
"as studied by the class under Professor Reid during
"1855-56; and proposed the following subject for an
"English essay:—The Lawyer, his Education and Profes-
"sional Obligations. I left it to the choice of the students
"whether to answer the last-mentioned papers or not; and
"I am happy to say that thirteen out of the eighteen can-
"didates accepted the challenge.

"(8) After valuing the papers, I handed them to J. S.
"White, Esq., Barrister-at-Law, who kindly affixed
"independent marks to each of them. The undesigned
"but substantial coincidence of our opinions affords some
"guarantee that we have fairly appreciated the value of
"the answers.

"(9) I arrange the students in three classes, the two
"first of which contain those who, in a University ex-

"amination, would be said to have 'come out in honours.'
"The third class contains those who have satisfied the
"requirements of the examination, without showing such
"distinguished competency as to call for special mention.

"(10) I do not record the marks assigned to each
"student, because, although this mode of valuation is a
"useful machine to an examiner who knows what he means
"by his marks, it may positively mislead others who have
"not that knowledge. To state that an answer is an ex-
"cellent answer is intelligible without further explanation;
"to say that it is worth 75 per cent. affords, until it is ex-
"plained, no precise conception at all; and if, therefore, it is
"necessary for an examiner to explain his figures by words,
"it would seem better, in reporting the results of his exami-
"nation, to use the words and omit the figures altogether.

"(11) The first class I consider passed with great credit.
"Their answers show that they have carefully studied the
"text-book, and are able to enunciate its fundamental
"doctrines in appropriate language.

"(12) The second class also show a most creditable
"knowledge of the text-book, but have not so much com-
"mand of legal style.

"(13) The third class comprises those who have failed
"in matter or in style, or in both, but not to such an ex-
"tent as to justify an examiner in turning them back.
"Some of these students have mistaken their abilities, if
"they think to adopt the law as a profession, but they may
"doubtless prosecute the study with great advantage as a
"branch of general education."

93. On my recommendation, prizes of law books were awarded to Nanabhoy Harreedas, Bulwuntrao Govind, and Mahipatram Roopram. Two persons, Nanabhoy Har-

reedas and Bulwuntrao Govind, were placed in the first class. Eight names appear in the second class, and eight in the third class. The answers of the prize-men, though most creditable, do not appear to me to be worth printing.

94. *Civil Engineering.*—The proposal for a College of Civil Engineering, wherein candidates may be trained for degrees and honours in the University, is still under discussion. The nucleus for the college exists in the Poona engineering class and mechanical school, under the superintendence of Henry Coke, Esq., M.A., Assistant Executive Engineer (who took charge on the 7th February 1857). This institution has merely been kept up as a means of supplying subordinates for the Public Works Department. A scheme for the establishment of a complete collegiate institution, under a principal and professors, in accordance with the principles laid down by the Honorable Court of Directors, in their Despatch No. 7, of 14th January 1857, addressed to the Bombay Government, of which an extract follows, was submitted by the Bombay Government for the approval of the Government of India, under date the 13th April 1857.

"(18) A scheme was proposed and sanctioned for form-
"ing a school or college, on an incomplete footing, by com-
"bining it with the military school previously existing at
"Poona. It having been found impracticable, after a long
"correspondence, to carry this plan into execution, you re-
"solved, on the 26th January last, to relinquish the at-
"tempt, and directed that a scheme for the college should
"be prepared, 'so as to provide for it a principal and pro-
"fessors and instructors, who may be able to devote to it
"their whole time and energies.' We approve this reso-
"lution; and we direct that when a scheme, in accordance

"with it shall have been framed, you submit it to the Go-
"vernment of India, who, having had under their consider-
"ation plans for similar institutions in the other Presiden-
"cies, are in the best position to form a correct judgment
"of the means best adapted for providing an education for
"the various grades of officers to be employed in the
"Department of Public Works."

"(20) We will only further remark, that too much
"importance seems to us to have been attached to the
"object of bringing military officers into the College.
"The Colleges of Civil Engineering at the several Presi-
"dencies were, no doubt, intended primarily to provide
"the agency so urgently required in various grades in the
"Department of Public Works, but this agency we looked
"for chiefly in the youth of India, whether of native, of
"European, or of mixed origin. Their introduction into a
"branch of the public service, for which they will probably
"be found very well fitted, is likely to give a healthy
"stimulus to education generally, by the prospect of future
"employment thus opened up to those who, after passing
"through a course of general instruction, may apply them-
"selves to the special study and practice of engineering or
"surveying. In accordance with these views, it is our
"desire that, as at the Thomason College at Roorkee, the
"instruction of military officers, both commissioned and
"non-commissioned, should be regarded as secondary and
"subsidiary in the plan of the intended college."

95. I have every reason to believe that the senior classes of the present Poona Engineering School are taught with efficiency by Mr. Coke and his assistants.

96. The lower department of the school instructs mechanics, and promises to be more than self-supporting.

At the close of the year under report the Government, on Mr. Coke's application, sanctioned a credit of Rs. 2,000 for the purchase of tools and materials. The work turned out of the school (wood and metal) is far superior to ordinary native work, in finish and solidity. I trust that when the college scheme is finally settled, the workshops may be retained and extended.

97. The total amount sanctioned for the present Engineering School, in all its branches, is Rs. 1,169 per mensem. Of this sum the average amount drawn for the mechanical department is Rs. 338 per mensem. This, however, must be considered a grant from Government for keeping up the necessary staff of masters and head workmen, independent of the cost of working the establishment. The working cost has been as follows:—

Grant for tools	Rs.	475
Advance from Government, Dec. 1855.		1,000
Drawn from credit of Rs. 2,000.....		500
		1,975
Deduct value of stock.....		1,687
Debtor to Government		288

98. "The following figures," says Mr. Coke, "will give some idea of the progress of the school in the working department":—

	Rs.	a.	p.
Value of work executed between 1st October 1855 and 30th April 1856 (the first half-year of its existence)	704	4	0
From 1st May to 31st October 1856..	891	3	8
From 1st November 1856 to 30th April 1857	2,103	15	9

The establishment may now be considered as self-supporting.

99. *Engineering Class, Bombay.*—The class attached to the Chief Engineer's office is about to be dissolved. I particularly recommend the teacher, Mr. Nusserwanjee Chandabhoy, to Government, as a clever, industrious young man, of excellent character. The particulars of this class appear in the Appendix.

100. *Engineering Class at Kurrachee.*—A question has been raised, whether, on the establishment of the Engineering College (at Poona or elsewhere), the Kurrachee class, which educates twenty pupils, should be retained. My opinion is, that if it be considered essential to employ Sindees in the Public Works Department in Sind, there must be some means of instruction for at least the lower branches of the service maintained in that Province. We have not as yet, I believe, a single Sindee student in any one of our Bombay schools or colleges. It is premature, however, to enter particularly into this subject, until the form of the Engineering College has been finally determined.

101. *Proposed Provincial Colleges.*—The term "Provincial College" is understood to designate all such institutions, but the Metropolitan (Elphinstone) College, as undertake to train candidates in general literature and science up to at least the B.A. standard. The Poona College occupies this rank. The Bombay Government, early in 1856, recommended that arrangements should be made as soon as possible for the establishment of additional provincial colleges at Surat, Ahmedabad, and Belgaum, and subsequently at other important stations.

102. In the course of his cold weather tour (1855-6) in Guzerat, the Right Honorable the Governor, by his personal exhortations, produced an impression on the inhabitants of Surat and Ahmedabad, which resulted in a certain

amount of local exertion for the purpose of founding a provincial college at each of those important cities.

103. *Surat.*—The leading inhabitants of Surat, on occasion of the Governor's visit, promised subscriptions for the future college of monthly sums varying from Rs. 50 (in one case) to 8 annas, and amounting in the whole to about Rs. 400 a month, on the understanding that a Government grant would be forthcoming in aid of the undertaking.

104. The agent of the Governor, Mr. Hebbert, by the instructions of Government, addressed letters of thanks to the subscribers of Rs. 5 and upwards, of which the following is a close translation.

(After compliments.) "You and other gentlemen, having agreed to give some rupees monthly for establishing a college in the city of Surat, sent a petition through us (the agent), addressed to the Right Honorable the Governor Saheb Bahadoor of high rank. An answer to it came from the said Governor, in which the said Illustrious Governor informed us that, having heard the matter above mentioned, he was much pleased, and hoped that, in future also, liberal aid will be given in this good work. To inform you, Sir, of this fact the present letter is written.

"We have to write now, that immediately the monthly payments, both receipts and expenditure, connected with the college have been ordered, through the merciful Agent Saheb. Therefore kindly pay and cause to be paid to our native agent on the 1st of April Rs. ( ), and continue the same on the 1st of every month. And having sanctioned the establishment of a college in the city of Surat, what kind of arrangement Government has made, and what assistance it has determined to give, on these points information will be given afterwards."

(Signature of the Agent.)

105. In order, therefore, to give effect to the wishes so expressed by the inhabitants of Surat, and so honourably acknowleged by Government, it was suggested by my predecessor that notice should be given of an examination to be held on the 1st of April following, when all candidates would be examined according to a standard notified, and entered, where successful, as "college students." If the number of such were sufficient, it was also intended at once to appoint two provisional professors, one in the department of literature, and one in that of science, who should do duty pending the arrival of two permanent professors to be invited from England. As regards salary, the gentleman entrusted with the general charge of the establishment was to receive not less than Rs. 550 per month, the other professor not less than Rs. 450. The charge to Government, which Mr. Erskine stated should not be more than twice the local (promised) contributions, was sanctioned by the Government of India, on the understanding that every effort would be made to render the institution as generally useful and as little expensive to the State as possible.

106. But it soon appeared that no dependence could be placed on the promised subscriptions. The Governor's agent, Mr. Hebbert, justly thought that it would be improper to send round his peons to people's houses and to press for payment. Very few of the subscribers were proved to be in earnest, and those few were among the least wealthy. Up to the 19th of January 1857 only Rs. 871 had been received, in place of promised Rs. 4,035. In fact, out of sixty-three subscribers only two had kept their engagements, while some of those who had inveigled the Government into thanking them for their liberal pro-

mises had never paid any thing at all; among the latter were Seedee Abdool Kurreem, Mahomed Khan (Nawab of Sucheen), Abdool Kadar Nujmoodeen (Moollah of the Borahs), Chotalal Dayaram, Rutton, Krustna Balcrustna, Russekbhaie Geerdhurbhaie, Veerbhudra Hurribhudra, Nakooda Saiud Abdool Rehman.

107. Thus the project of a college at Surat necessarily fell to the ground, owing to the levity and bad faith of those who had petitioned for its establishment.

108. *Ahmedabad.*—Here the project of a college seemed to be in many respects more likely to be carried into effect.

109. The wealthy bankers of this city had distinguished themselves by their liberality and zeal for education. The benefactions of Premabhai Hemabhai, of the Shetanees Hurcoverbaee and Rookmanibaee, of Shet Muggunbhai, had been honourably acknowledged by Government. The success of the Ahmedabad school under Mr. Curtis had been greater than that of any other school out of the Presidency town; and when, in the course of the year before last, the idea of establishing a college was first considered, the projectors set to work with a very different spirit, and with far greater success than the inhabitants of Surat. A central committee was formed, and sub-committees undertook to convass the several "pols," or wards, of the city. Upwards of Rs. 40,000 were soon collected, headed by the liberal donations of Rs. 12,000 by Shet Muggunbhai, and Rs. 10,000 by the widows of Huttising, known as the Shetanees. Rs. 7,000 of Shet Muggunbhai's contribution were to be devoted to the foundation of scholarships. The subscribers expressed a hope that Government would, on its part, grant towards the endowment of the college a sum equal to that which might be raised by private effort.

The Government of India, on the 1st of July 1856, stated its general readiness to accede to this request. Up to this time about Rs. 38,000 has been actually paid into the treasury by the people. There is therefore a foundation of some sort laid for a provincial college at Ahmedabad.

110. But it is a question (I here give the substance of a letter which I addressed to Government on the subject) whether the time has yet come for its foundation. In the first place, the local funds are insufficient. Supposing (which is not altogether improbable) that the actual paid-up subscriptions of the people arrive at Rs. 50,000, and that Government contribute an income equal to the interest of that sum at 5 per cent., the current resources of the college would amount to only Rs. 5,000 a year. On a liberal computation Rs. 1,000 per annum in addition might be expected to accrue in the form of fees. In the whole, therefore, Rs. 500 a month would be available for the payment of the college staff of professors or tutors, for servants and scholarships, without making any allowance for house rent, or purchase of buildings, for library, furniture, philosophical instruments, &c. The balance, it is clear, would not provide one professor at the ordinary rate of salary. Secondly, there is reason to suppose that the liberal persons who have contributed, or promised to contribute, to the foundation of a college at Ahmedabad have very indistinct conceptions of what a college really is; and if it were explained to them that the characteristic function of the college would be to train up candidates for University degrees in general literature and science, and not to give special instruction of a professional kind, I doubt whether they would be altogether satisfied with the application of the funds contributed by them. So that, in my

judgment, the project of a provincial college, in the strict sense of the word, at Ahmedabad, must be for the present given up.

111. I am indeed of opinion, generally, that the necessary local co-operation will in no case be forthcoming for the establishment of provincial colleges. But we may also doubt the advisability of having small colleges in operation at a distance from the action of European public opinion. This doubt is not weakened by the disclosures that have lately been made of institutions much more favourably situated in this respect than provincial colleges would be, and in one case of much larger size. I consider, moreover, that Government money would be far more wisely spent in establishing superior and well-organized *schools*, to prepare provincial youths for entrance into the proposed University, than in founding, without the aid of popular sympathy, provincial colleges, which would certainly be far less efficient than the Elphinstone and Poona Colleges now promise to be; for the discreditable appearance just before made by the students of the latter colleges was distinctly traceable to the deficiency of their school teaching. The professors complained with reason that boys entered the colleges with imperfect English scholarship, when it was too late to remedy the defects of their school-training.

112. It was also felt that, until the age of 17 or 18, boys, and especially native boys, ought to be at "school" and not at "college," under "masters" and not under "professors;" learning "by heart," and preparing "tasks" and "saying lessons," not hearing "lectures" or puzzling themselves with "philosophy." For the boys of 17 or 18, willing to continue three or four years at college, receiving a stipend, there was already sufficient accommodation in the

Elphinstone and Poona Colleges. For the few who were willing to pay for a college education much more than sufficient accommodation existed.

113. Again, there is no doubt that a great school or college is infinitely superior to a small one. Hence, in this respect, a metropolitan has a necessary superiority over a provincial college. A concourse of many students produces intellectual activity, excites emulation and *esprit de corps;* while, on the other hand, it abates prejudices and humbles personal conceit. I hold that the most careful private tuition is less valuable, as a discipline for life, than the rough education which a young man always receives from his fellows in a large academical community.

114. The professors and tutors of a great college derive a corresponding benefit from finding themselves in a large society of their equals; and the college, as a whole, acquires dignity and prestige, as well as educational power, from the variety of talents and accomplishments found among its officers.

115. The Elphinstone and Poona Colleges might well receive extension. In both, the department of natural science certainly requires increase. I would gladly propose chairs of Latin, comparative philology, and vernacular literature. But even as these colleges at present stand, or shortly will stand, they do not inadequately exhibit the idea of a "*studium generale*," which is the essence of an university. I speak of Poona College in the future tense, for the condition of this establishment during the official year under report is a speaking commentary on the disadvantage of a college with a small staff and in a remote situation.

116. The college consists of a principal and two pro-

fessors. At one and the same time the principal was absent on sick leave in Europe, and one of the professors was acting for him; the other professor was also in Europe, and an accident alone enabled me to supply his place. This was the state of affairs during the greater part of the period at present under report. Arrangements, I need not say, have been proposed that will preclude the recurrence of such embarrassments; but they would be unavoidable and of frequent occurrence in the case of provincial colleges.

117. These considerations, which I laid at some length before the local Government, obtained their assent, and the project of new provincial colleges was postponed, an alternative scheme being proposed with respect to Ahmedabad, where I have suggested the establishment, by aid of the local contributions, of a professional school (to be called a college, if the subscribers prefer that designation), the function of which would be to prepare youths to enter the Government service in the Revenue, Judicial, and Public Works Departments. The events which were beginning to threaten the empire at the end of the year prohibited the speedy execution of this and many similar measures of improvement.

118. *High Schools.*—I have already mentioned the necessity for this class of schools as feeders for the colleges. Until lately there has not been in this Presidency so broad a distinction as in my judgment there ought to be between college teaching and school teaching. Both in the Elphinstone Institution at Bombay and the Poona College, the college department and the school department occupied the same building and had free intercommunication. Yet the senior department contained young men of five-and-twenty

years of age, and the junior department boys of all ages. There were many evils in this arrangement, the least obvious of which perhaps to an unprofessional observer, but the most important in an academical point of view, was, that the young men of the college classes never ceased to be school boys in spirit.

119. There was not that marked and wholesome change that in England comes over the studies and discipline of a young man on passing from school to the university,—the comparative freedom from control, the consequent demand for manly self-reliance and increased sense of personal responsibility, or, on the other hand, the altered method of instruction, which leaves so much more to the student's own private work, and which exacts so much more of unaided intellectual effort than was required of him when a school boy.

120. My predecessor saw clearly the necessity, as regards the Elphinstone Institution, of removing the college students from the building on the Esplanade, which was no more than sufficient for the large number of boys in the school classes. The college being removed, the lower department of the institution, entitled the Central School (to distinguish it from two branch establishments in the Fort and at Cavel) assumed the rank of a High School, having its candidate class, which it undertook to train for the entrance and scholarship examination of the college.

121. The removal of the college, however, though almost an unmixed good for the college students themselves, was not altogether an advantage for the High School, which thus lost the presence and aid of the principal and professors. Some of the native assistant masters in the school had, under the former arrangement, habitually attended

the college lectures, and the "candidate class" had had the advantage of being visited and inspected by the principal.

122. It therefore became more than ever necessary to strengthen the High School, now left to itself. The "candidate" class was entrusted to Mr. Charles Beyts, a pupil of Bishop's College, Calcutta, and subsequently Mr. Smith, a certificated master from England, took charge (13th January 1857) of the whole school, as head master.

123. Messrs. Smith and Beyts have laboured in a very satisfactory manner. The improvement in discipline and regularity is most marked. The more humble and elementary branches of knowledge have been especially attended to. In spelling, reading, and writing, the boys are much improved. Galleries have been erected for collective lessons, after the present English method; and, save in one particular, I am well satisfied with the prospects of the school, which has maintained its numbers, notwithstanding the prospective abolition of the lax free scholarship system which previously prevailed in it. The number of boys on the roll at the commencement of the year was 612; at the end of it, 609. The fee-paying boys in April 1856 were 352; in April 1857, 381.

124. But I must state plainly that the Central School, though far more useful and efficient for general purposes than it was before, is still deficient in the characteristics of a High School, considered as a porch to the university. It is impossible for Mr. Smith to devote much of his time to actual teaching, consistent with the effective supervision of a school of 609 boys. Practically, therefore, Mr. Beyts (who is not British born) is the sole English instructor of the youths intended for college.

125. My opinion is, that further assistance in the shape

of European masters, little, if at all, inferior in education and ability to college professors, is required, in order to give the native youth at the Presidency a fair chance of fully profiting by the curriculum of college study.

126. *Poona College School.*—A separation, as necessary as in the case of the Elphinstone Institution, was made during the year, between the college and school classes, but they both occupy different parts of the same building.

127. A thoroughly competent European master is much needed for the general administration of the college school, and a second for the efficient preparation of those youths who design to enter the college. The school has, during the past year, laboured under the disadvantages that indirectly resulted from the weak state of the college staff, described in the acting Principal's Report in the Appendix.

128. A re-distribution of the establishment sanctioned for the school enabled me to introduce two European assistant teachers, with excellent effect on the English studies of the college school. Considerable improvement also was then introduced (as I believe) into the moral tone of the school. But I cannot conscientiously assure Government that there has yet been introduced that spirit of activity and regularity which it has a right to expect. The excessive admission, for years past, of pauper free scholars, all or nearly all Brahmins, and, as regards a majority of them, professional beggars, has done much to degrade the character of the whole institution. This evil has been retrenched. Gradually the proportion of free scholars will be reduced to 20 per cent. of the paying scholars, and the free scholarships will in no case

be awarded by favour, but by examination only. A more European discipline will, it is hoped, remove the possibility of abuses such as those exposed by Captain Cowper in 1856. I look with hopefulness on the prospects of the Poona College school.

129. *Surat and Ahmedabad English Schools.*—Under the head of High Schools I mention these Mofussil establishments, for the sole reason that they have European masters, who, if they had the leisure, would be competent to train boys for college, and do, in fact, occasionally send up candidates for scholarships to the Elphinstone College. But in neither of these schools is there a candidate class; in other words, neither school professedly trains youths for college; and the head master of each has such overwhelming duties laid on him as to make it impossible for me to require him to thoroughly train a candidate class. The addition of an efficient European teacher to each of these schools would very considerably extend the competition for college scholarships, and would go far to meet the peculiar difficulty which at present stands in the way of the University scheme, namely, the prospect of a scarcity of students.

130. I have recommended a similar measure for the Dhoolia, Ahmednuggur, and Sattara English schools, whereby they would be elevated to the rank of High Schools, and would become feeders partly to the Elphinstone and partly to the Poona College. The local Government has been pleased to express an approval of these recommendations, which, it is to be hoped, may be carried into effect in time to prevent disappointment with respect to the University.

131. *English Schools.*—The character of our so-called

English schools is at present undetermined. The Ahmedabad school, under a European head master on Rs. 300 a month, must needs be a very different institution from the Kaira English school, under a native head master on Rs. 85 a month; and the difference is not in degree only, but in kind. I have desired to distinguish, among the institutions which teach English, the High Schools, which train for College *through the medium* of English, and the Anglo-Vernacular, or commercial schools, which generally use the vernacular as the medium of instruction, teaching English as a language merely. Again, I have proposed to separate, under the designation of Superior Anglo-Vernacular, the important schools which correspond in scale to our "Zillah" schools, wherein English is thoroughly taught, from the inferior seminaries, such as are established at Talooka stations (named, by Mr. Erskine, Purgunna schools), the master of which is only expected to teach the elements of English.

132. *Superior Anglo-Vernacular, or Zillah Schools.*—Omitting, as High Schools, the Central school Elphinstone Institution, the Poona College school, the Ahmedabad and Surat schools, our superior Anglo-Vernacular schools are at the following places:—Bombay, two branch schools of the Elphinstone Institution; one of these, the Fort Branch school, attended by 190 Parsees, deserves honourable mention, as the only school in the Presidency that pays its expenses. Two other English schools are to be founded at the Presidency, partly by means of liberal donations from Juggonath Sunkersett, Esq., and Goculdas Tejpal, Esq. In the districts there are the Tanna and Rutnagherry schools, the former partly supported by the people. In the Guzerat Division, there are English schools at

Broach (an improving institution), Deesa, Neriad, and Kaira. The school-house of Neriad, erected at a cost of Rs. 1,500, is due to the liberality of Veseribhai Ajaibhai Desai. In the Dekkan Division are the Sattara, Ahmednuggur, Poona, Sholapoor, Dharwar, and Dhoolia schools. The first is the least successful in point of numbers. The last-named is stated by the Inspector to be the best in his division.

133. The Dharwar school threatens to collapse from local difficulties.

134. Notices of all these schools will be found in the Inspector's Reports. They form a highly important class. Their masters have been generally pupils of the Elphinstone or Poona College, and they are, in almost every case, deserving men. An annual examination of these schools has been instituted, which will be conducted by means of printed questions issued from my office. I will anticipate the results of the first examination, by stating my opinion that the fault of these schools has been the attempting to teach high subjects to the neglect of elementary branches of knowledge. The humble merits of neat, clear writing, readiness of computation, accuracy in grammar, spelling, and geography, have been slighted for such subjects as political economy, astronomy, and advanced mathematics. Orders have been issued to counteract these ambitious tendencies. Whatever else a boy from a superior Anglo-Vernacular school may know or be ignorant of, he should be able to compose in his own language with freedom and correctness, to translate closely from easy English books, to write a clear, neat, and rapid hand, both in Vernacular and English, and to perform arithmetical calculations quickly and neatly. In other words, he should be pre-

pared to enter a commercial or Government office with the "making" of a good man of business in him. It is of minor importance whether he possesses more or less of science and history, for it depends on the master's own knowledge and abilities whether it is possible to teach these branches with effect, and a mere book-knowledge of either is of little value. It is not the primary business of our commercial schools to attempt these subjects. High mathematics, again (though I am loth to discourage that study which has been the one sole principle of vitality in much of our by-gone native education), lose their scholastic value, unless they are accompanied by considerable attainments in other respects. A youth who professes the Differential Calculus, or Newton, before he has acquired the art of spelling, or the power of expressing himself orally on common subjects with ordinary correctness, is not a satisfactory result of a school course. In the last year's Report this kind of incongruity was pointed out with reference to the Surat English school. In preference to the higher studies here mentioned, I rely on geography, which, of all branches of positive knowledge, seems to be the most practicable and useful educational instrument, as requiring no great talent in the teacher, nor expensive applianees in the school, though it may be indefinitely extended by means of them where they are to be had,—as rich in mental exercise and useful knowledge from the first lesson, and yet inexhaustible of matter as the pupil proceeds,—and, lastly, as affording a comprehensive basis on which the instructor, as his genius or acquirements may lead, can found a structure of scientific, social, or historical information.

135. The teaching in our English schools is chiefly

given by a series of books published in Scotland, which were introduced by the late Board of Education. These books were open to several objections, one of which was the large number of religious lessons, which could not be read or taught in class, and rendered the books unnecessarily expensive. Another objection, which applies chiefly to the earlier books of the series, was, that being written for very young English children, they contain numerous familiar allusions, which would make learning to read easy and amusing to *them*, but to native teachers and pupils are utterly inexplicable. The advanced books again are disproportionately taken up with physical science, as compared with other subjects, and are very poor as a collection of literary readings. Impressed with these considerations, I sent to England for a supply of the reading books published by the Irish Commissioners of Education, a far better, fuller, and cheaper series. To supply the special want of initial books adapted to native boys, I composed a Primer and Second Book, which, however, were not published during the year under Report. The new series will form a course of historical and scientific instruction of an elementary kind, together with miscellaneous extracts of varied character, amusing, instructive, and poetical.

136. *Inferior Anglo-Vernacular Schools.*—Of these I have little to say. They are not yet recognized as a distinct class of schools. In some there is an "English class," taught by a master exclusively engaged for that purpose. This is an expensive and bad plan. The English master should not be a mere language teacher, but the head master of the school. As old masters are removed from our superior vernacular schools, and new men are

appointed, I trust that by degrees every Zillah will (besides its central English school) have several institutions in which the elements of English may be learned by those pupils who wish for it. These schools would perform a most useful function. I calculate that there is room for 150 of them in the Presidency. The desire of the people to learn English is widely spread; and funds, in the shape of fees or contributions, are always forthcoming for the purpose of providing such instruction.

137. *Vernacular Schools.*—A considerable expansion has taken place under this head. Thirty new schools were opened in the Presidency Division; thirty-eight in the Deccan; and forty-five in the Guzerat Division and adjoining Political districts. All these schools are established on the partially self-supporting system; and the fact affords evidence of the utility of that principle as a lever for educational extension.

138. Unfortunately, it is impossible to depend on the sincerity or constancy of the wishes for Government schools expressed by local communities; and it happens too frequently that they neglect or even positively refuse to pay their promised contributions, on the faith of which the schools were opened. This is most often the case, however, where some error of judgment has been committed in establishing the school, as, for instance, where the people of a village have been allowed to promise a larger subscription than it was likely they could conveniently pay; or, again, where the assurances of one or two individuals have been too readily received as to the wishes of the community whom they profess to represent.

139. In Guzerat, Mr. Hope has been generally successful in collecting the people's share in advance, and has

thus escaped the necessity which in the other two Divisions we shall have to recognise, of closing schools where the subscribers are in arrears. It is true that the people of Guzerat are much better able to pay for their schools than the comparatively poor inhabitants of the Dekkan and Konkun; and it should further be observed, that in the latter districts the pupils of our schools are chiefly drawn from the poorer classes of Brahmins, while in Guzerat the trading Banians make free use of Government education.

140. In every case of establishing a school on the partially self-supporting system, a regular written agreement is taken from the people, in which they express their wish for the school, undertake to pay their portion of the expenses, and generally give sureties for the due performance of their contract. But I have in no case instituted legal proceedings against any defaulting community, and I should be very unwilling to do so. Without entering on the legal question, as to whether, in the event of a suit, a Civil Court would give a decree in favour of the Department, I may say that I should consider every such victory as equivalent to a defeat. It would unquestionably make our Government education an object of alarm to the people, and it would be cutting down the tree of progress for the sake of the fruit.

141. Still it seems highly anomalous to preserve legal forms, and insist on legal covenants that are never meant to be enforced; and it is much to be wished that all partially self-supporting schools could be maintained on the satisfactory basis established by Mr. Hope, of requiring from the pupil a year's contribution in advance. The Inspector's reports contain a good deal of matter illustrative of these remarks.

142. *Feeling of the People.*—This seems an appropriate place for stating that, from all the Divisions, reports speak more or less favourably of the general feeling of the people towards Government education. Jealous suspicion, amounting to open hostility, such as is recorded of other parts of India, seems here to be limited to those classes whose immediate interests are affected by the spread of sound knowledge; and the apathetic indifference of others, once so common, is sensibly clearing away. English education is most eagerly sought after, as opening an avenue to official employment; but instruction through the vernacular is beginning to assume a value in the eyes of the people.

143. Mr. Hope says that the experience of the past year has confirmed him in the belief that the people are not so indifferent to education as might be supposed. Dr. Haines (Presidency Division), while admitting that it can hardly be expected that any marked spontaneous movement will be made at present by the inhabitants towards the extension of education, does not, like former Inspectors, complain of indifference or dislike on the part of the people in the mass. On the contrary, his acknowledgments of zealous assistance and co-operation rendered by individuals go far to prove the general existence, however passive, of the opposite kind of feeling. But it is in the Dekkan, where our vernacular agency is stronger and our English weaker than elsewhere, that we find the most positive evidence on this point. The Poona Deputy Inspector says:—

"The people have begun to feel that Government education is very beneficial to their children, and deserving of encouragement. At no previous period, indeed, has there been so great a desire on the part of the people for

securing instruction to their children in the elements of some of the useful branches of learning."

He continues:—"The recognition of some of the branches of knowledge taught in our schools, among those deemed necessary for official employment, seems to be effecting a great deal of good in this respect, and to be increasing the popularity of our schools. If it be ruled that all those branches which Government wish to teach in their schools should form a part of the examination of candidates for Government employment, I feel confident that the progress of education would be much more rapid."

144. In connection with the last sentence should be read another extract from the Deputy Inspector's report:—

"It should be remarked, however, that such of the native officials as have not received the benefits of a good education are naturally indifferent about our schools, and a few of such men not only remain indifferent but use their influence to persuade the people not to contribute anything towards the support of our schools. But those officers who are well educated and well informed not only afford their willing assistance to our schoolmasters, but establish separate schools for the benefit of poor people, and pay the charges from their own pocket. The following is an instance of this:—Morow Rughoonath Dhumduray, a second class Sirdar, now Moonsiff at Tulligaum, not only takes much interest in the success of our school there, but has established two separate schools, one for girls and the other for low-caste boys, and maintains them entirely at his own expense."

145. In the same way instances are not wanting of extraordinary zeal on the part of officers in the lower branches of the educational service.

"Keshow Shivram, master of the school No. 1 at Poona, has established an infant school on an entirely self-supporting plan. The result of the examination passed by the boys of this school was very satisfactory, and did great credit to its founder. The master of the school at Pundhurpoor has opened a girls' school under a female teacher, and pays her salary from his own pay. The English schoolmaster at Sattara, with the assistance of the Murathee schoolmasters, has also established a girls' school, which is supported by private subscriptions."

146. From the distant Dharwar Sub-Division the Deputy Inspector, Mr. Baker, writes:—

"Although no improvement has taken place in regard to the order of education imparted, still extension of operations has been made by the establishment of twenty-six additional schools, and rudimental instruction has been more widely and more carefully diffused over these parts than it ever was before." I may here state that the average daily attendance at the vernacular schools under the charge of this gentleman is more than one-third greater than elsewhere in the Dekkan, and that the twenty-six new schools make an increase on the year's charges to Government of only Rs. 192-15-10, while the increase in the total cost of vernacular education throughout the Sub-Division is Rs. 6,500, the people thus undertaking to defray nearly the entire expense incurred.

147. On the whole, I am disposed to think that the poorer classes of people in this Presidency may be compared not unfavourably with the same rank in England, as regards their desire for education. It should be remembered that it is a religious impulse that has opened the large majority of poor schools in England; while in this

country the religious feeling would be indifferent, or even hostile, to European instruction.

148. In one point, indeed, the present evidence seems to show that the people are even better disposed to education than our countrymen at home. All the Inspectors are agreed that an educational rate for covering the country with common schools would be submitted to without repugnance, and even be thankfully accepted. If this opinion is sound, it certainly exhibits a strong contrast to the feelings of the poorer class of Englishmen. But there is probably a good deal of fallaciousness in the comparison.

149. *Character of Government Vernacular Schools.*—The vernacular schools, whether wholly or partially supported by Government, vary in their character from high efficiency, as testified by large classes of eager pupils, regular attendance and satisfactory examinations, to extreme degradation. Setting out of view the Hindustanee schools, which are all so bad that I am almost inclined to recommend their discontinuance, the character of a school will almost entirely depend on its master.

150. Our old masters are very inferior to the younger men; and a constant improvement of vernacular schools is going on by the mere efflux of time, which admits of the introduction of young and superior teachers. There are many respectable and zealous vernacular schoolmasters now in the service of Government. It is no imputation on their character to say that they require, as a class, constant supervision from the Departmental officers, for the local committees, almost without exception, abdicate their functions as school managers with absolute indifference. But it must be confessed that the life of a village schoolmaster

in this country has a very unfavourable effect on the intellectual character. Intelligent young men, selected for their acquirements, seem soon to settle down into a listless mechanical routine of life, in the course of which they scarcely read a new book or gain a new idea.

151. To remedy this evil, I have thought of compelling every schoolmaster, during a month in each year, to proceed to the nearest college or superior Anglo-Vernacular school, and refresh his mind with a change of work and scene. There are practical difficulties in the way of this plan, which, I trust, may be surmounted. It is a fundamental maxim of education that teachers must be learners; and unless we can provide some means of renewing the knowledge and mental vitality of our native masters, I fear they will, as individuals, show a certain and uniform decay of efficiency.

152. Besides the invaluable stimulus afforded by official visitations held by the Inspectors and Deputy Inspectors, and the casual visits, too few and far between, of officers in the Civil Service of Government, we have no other means of maintaining some intellectual activity in our vernacular masters, but by distributing among them the books and periodicals subscribed to by Government. I should have more confidence in this procedure, if I were assured that the books and periodicals are read by those to whom they are forwarded.

153. *Fees.*—The fee for vernacular instruction was fixed by my predecessor at one anna. But, considering the great difference in value that exists between the teaching given at schools equally termed "vernacular," I have settled the following scale, which, for schools wholly supported by Government, seems appropriate :—

Elementary vernacular ..... half an anna.
Advanced ditto ..... one anna.
The same, with special subject added (as Government accounts or surveying) ..... two annas.
Vernacular, with the elements of English (according to the grade of master) ..... three or four annas.

154. *Studies.*—Reading and writing are, of course, taught in every vernacular school. A little grammar, from a meagre treatise no better than a string of definitions, a little geography and Indian history, form part of every course. But the main educational agent is arithmetic, a kind of knowledge that natives generally have a special aptitude for, and which is, for too many, the beginning and end of their learning. Beyond these elementary subjects there is no uniformity of system, one master taking up one subject, and another another. Regulations, accounts, commercial forms, are taught in different schools.

155. There is an evident want of a regular graduated course of reading books, which shall contain the outlines of history and geography, and a good deal of information on those common things that every one ought to know without affecting "scientific" acquirements. I have laid out a scheme of such a series, and shall soon be able to announce its definitive commencement. The difficulty of procuring the requisite literary skill, combined with vernacular scholarship and positive knowledge, is very great. Until work of this kind is done by natives, it will never be performed quite satisfactorily. At present, it is impossible

to attempt it without European collaboration, or at least supervision.

156. Anticipating the execution of this most desirable work, we shall be in a position to lay a uniform foundation for a sound elementary education through the medium of the vernacular. Those pupils who desire to go further should, in my opinion, be directed to proceed to an Anglo-vernacular school, where, together with higher studies, they may learn the elements of English. The time seems past for offering a high course of instruction exclusively through the vernacular; and the decision of the Supreme Government, that no master of a vernacular school ought to be paid more than Rs. 12 a month, seems practically to lead to the conclusion that our best endowed schools nominally of that order should be elevated to the rank of inferior Anglo-Vernacular schools. Year by year it will become more easy to find competent masters for these institutions on salaries which, a short time ago, would have hardly sufficed to procure persons of moderate abilities, wholly ignorant of English.

157. Together with English the pupil in an inferior Anglo-Vernacular school may carry on mathematical and scientific studies in his own language. I cannot but lament here that it has been found as yet impossible to introduce a more practical kind of instruction. Our masters and pupils are essentially book-men, and are curiously deficient in handiness, mechanical skill, and observation of common facts. I may interpolate a typical example of this peculiarity, mentioned to me by the Acting Principal of the Grant Medical College. One of his students in the Laboratory, being directed to cut off a slip of test paper, failed repeatedly to make the scissors cut, merely creasing the

paper. On being questioned, he said he had never used a pair of scissors in his life.

158. I look to drawing as the most manageable agent for teaching native school-boys to use their eyes and fingers. The Jamsetjee School of Art will, before long, enable us to make every student in our training schools a draughtsman, and gradually to introduce drawing as a part of our regular school course. I should hope that the novelty will not excite any serious prejudice on the part of the people in the districts.

159. Another means of counteracting the excessively bookish character of our schools will be the gradual introduction of little museums of common objects, on which our schoolmasters should be taught to give lessons. The great present impediment to this improvement is, that we have not in any one of our training schools a master capable of teaching this branch of an English schoolmaster's business.

160. In a review of the branches of school learning, it would be strange to omit moral instruction. I regret that I cannot say much in favour of our vernacular schools under this head. That they are far superior to indigenous schools is deserved, but scanty, praise. The problem of teaching morals to native children independent of religion, is one the solution of which has hardly been seriously attempted as yet. We repeat the maxims, that it is wrong to lie and wrong to steal, and illustrate them by stories of little boys, travestied from English children's books that have not even the merit of being amusing to natives. I have inquired for simple moral poetry, that might be committed to memory. This was the method employed by the Greeks and Romans, and it is a powerful agent in religious

education at home. But no such poetry exists here as a genuine product of the soil; and moral verses made to order are apt rather to be tiresome than impressive. I must content myself with indicating the difficulty, which oppresses me very much. To discuss it fully would far transcend the limits of this Report.

161. But I may be allowed to state that the difficulty does not exist to the same extent in English schools: after the elements of our language are mastered, the pupil finds himself in a different atmosphere, as it were. The worst English school books are imbued with a spirit of moral sensitiveness that I really believe has some effect on the child who reads them, though with stammering lips. And when he can catch the drift of easy poetry he is open to a definite and powerful influence for good. Partly from this consideration, and partly for other educational reasons, I have directed that a good deal of poetry should be learnt by heart in all schools. Full particulars relative to the Government vernacular schools are to be found in the appended extracts from the Inspectors' reports and the statistical tables in the Appendix.

Pupil Teachers.

162. The much-controverted question of introducing the pupil-teacher system, strongly and repeatedly pressed by the Court of Directors, on the strength of its success in England, was, as mentioned in my last year's Report, entertained by my predecessor, but was afterwards abandoned in deference to the local authorities consulted by him. The majority perhaps in weight, though not in number, were of opinion that there were no native masters competent to train pupil teachers. I did not concur in

this view to such an extent as to adopt the conclusion that the experiment should not be tried, for, on the first introduction of the system into England, the same objection might very plausibly have been made against the lowest class of schoolmasters.

163. I think it worth while to record a Memorandum on the pupil-teacher system, which I drew up during the year under Report, and shortly afterwards laid before Government, and which may be considered a development, with some modifications, of Mr. Erskine's previous proposals.

MEMORANDUM ON THE PUPIL-TEACHER SYSTEM.

(a) The object of this system is to feed the training and vernacular schools with young men accustomed from an early age to look to teaching as the business of their lives, and who have passed through a course of five years' practical training in the duties of schoolmastership.

(b) Their studies during this time will have been subordinated to their profession, and especially limited to such subjects as they are likely to get thorough instruction in. Hence the annual examination held every year will embrace all the subjects studied up to that time.

(c) At the close of the course they will be submitted to a final examination, and classified; the best English scholars to be sent to the metropolitan training school at Bombay, the best vernacular scholars to the training schools at Poona and Ahmedabad. From the residue it is believed that masters of a much more efficient class than any at present available may be supplied, without further training, to inferior vernacular schools.

(d) It is proposed to allow one pupil teacher to every

thirty boys in schools the masters of which have satisfied the Inspector that they are competent to train pupil teachers.

(e) On the 1st August (1858) a simultaneous examination to be held at all such schools for the appointment of pupil teachers. The examination to be partly conducted by means of printed questions issued from the Director of Public Instruction's office.

(f) *Selection of Candidates.*—They must be healthy, of fair stature, good voice, and without any apparent physical defect likely to impair their usefulness as teachers. Their moral character must be certified to the satisfaction of the Director of Public Instruction.

(g) *Duties and Rights of the Pupil Teachers.*—They are to give assistance in the conduct of the school, as directed by the master, for not more than three hours in any one day.

(h) The master must devote not less than one hour and a half, every school day, to the separate and exclusive instruction of the pupil teachers.

(i) The school committee and master are strictly forbidden to employ a pupil teacher in anything else than school work.

(j) The pupil teachers must follow no other occupation during the period of their engagement.

(k) For every pupil teacher that passes the annual examination of his grade, the master will receive payment during the year then ensuing for the instruction of such pupil teacher at the following rates:—

For one	Rs. 10	per mensem.	
„ two	15	„	
„ three	20	„	
„ four	25	„	and so on.

(l) The pupil teachers will receive during their first year, Rs. 2; the second year, Rs. 3; third, Rs. 4; fourth, Rs. 5; fifth, Rs. 6. Failure to pass the annual examination will entail the forfeiture of all stipend. On the other hand, a pupil teacher may be promoted two grades at one time, if he exhibits extraordinary proficiency.

(m) Rules for the conduct of the annual examination (to take place on the 1st August in every year) will be separately made out, and enforced with the greatest possible stringency. The master will not be allowed to be present at the examination.

Standard for each Year.

I. *Entrance Examination.*—When the system is fairly set a-going, the maximum age for entrance will be fourteen. For the next few years, however, this rule must be relaxed, in order that the existing monitors may be allowed to compete. They will be allowed the stipend of that grade for which they may be found qualified.

First year standard. Stipend Rs. 2; presumed age 14.

In Vernacular.	*In English.*
1. Reading aloud with fluency, and explanation of meaning of an easy passage not previously studied by the candidate.	1. Reading aloud of an easy passage, with tolerable accent and fair appreciation of meaning.
2. Writing from memory, without grammatical mistakes, the substance of an easy passage read out to them once.	2. Writing from dictation, and distinguishing the parts of speech in what they have written.
3. Mental arithmetic.	

4. First four rules of arithmetic, with fractions and decimals.

Successful candidates to be appointed pupil teachers on a salary of Rs. 2 per mensem for one year. Pay to commence from August 1st.

II.—Second year. Stipend Rs. 3; presumed age 15.

In Vernacular.	*In English.*
1. Reading as before, but of a dialogue; a decided improvement in fluency, harmony, &c., will be required.	1. Reading to show a decided improvement over the first year.
2. Fair knowledge of grammar.	2. Same as vernacular.
3. Translation of short easy sentences into English.	3. Translation of an easy passage into vernacular.

4. Arithmetic as far as double rule of three; algebra, first four rules.
5. Geography of the Bombay Presidency.
6. An easy lesson to be given to a class of ten boys.

III.—Third year. Stipend Rs. 4; presumed age 16.

In Vernacular.	*In English.*
1. Reading as before, but in poetry.	1. Same as in vernacular.
2. (a) A passage of vernacular poetry to be paraphrased in prose; (b) The paraphrase to be translated into English; (c) Words underlined to be parsed.	2. (a) A passage of English poetry to be paraphrased in prose; (b) The paraphrase to be translated into vernacular; (c) Words underlined to be parsed.

3. Geography of India and of England.
4. Outlines of Indian history.
5. Mental arithmetic. Arithmetic, algebra to simple equations.
6. Euclid, book I.
7. A lesson in arithmetic to be given to a class of fifteen boys.

IV.—Fourth year. Stipend Rs. 5; presumed age 17.

In Vernacular.	*In English.*
1. Poetical recitation from memory.	1. Same as in vernacular.
2. Same exercise as in previous year, but more advanced.	2. Same as in vernacular.

3. Geography, political and physical, so far as required for the history of India and England.
4. History of India and England.
5. Mental arithmetic; arithmetic, algebra as far as quadratic equations; Euclid, books I. to III.
6. Elements of mechanics.
7. A lesson to be given to a class of twenty-five on geography, and a lesson to be given to a class of twelve on algebra.

V.—Fifth year. Stipend Rs. 6; presumed age 18.

In Vernacular.	*In English.*
1. Poetical recitation from memory.	1. Same as in vernacular.
2. Same exercise as before.	2. Same as in vernacular.
3. Original essay.	3. A letter on a familiar subject.
4. Native accounts.	4. English accounts.

5. Geography as before, and mathematical geography.
6. History of India and England as before; outlines of ancient history.
7. Arithmetic, mental arithmetic; algebra (Colenso); Euclid, books I.° to VI.
8. Mechanics (Tate).
9. A collective lesson to be given to forty boys, on a subject to be chosen by the Inspector; a reading lesson to twelve boys.

N.B.—No stipends will be awarded until the following certificates are lodged in the office of the Director of Public Instruction :—

1. From the master, countersigned by the school committee, stating that all the conditions of apprenticeship have been complied with.

2. From the Inspector, certifying that he has satisfied himself of the master's competency to train the pupil teachers for the next year's examination.

164. *Vernacular School-books and Literature.*—Previous operations for the supply of school-books were desultory. The books produced were not adapted to methodical instruction, and were very dear. So long as books were presented to schools gratuitously by the Board of Education, Government only suffered; but when it was decided by the Government of India that every boy in a Government school must come provided with the text-books of his class, their costliness became an intolerable evil.

165. One of my first measures on assuming office was to constitute a "Vernacular Class-book Committee," composed of gentlemen acquainted with the vernacular

languages of the Presidency, and possessed of educational experience, by whose advice I might be governed in supplying the deficiency complained of. The following gentlemen kindly consented to become members of the Committee:—

Rev. J. Wilson, D.D.
Major T. Candy.
John, Harkness, Esq., LL.D.
Rev. J. Glasgow, D.D.
Rev. J. Aitkin.
Rev. J. M. Mitchell.
Captain J. F. Lester.
T. C. Hope, Esq., C.S.
F. P. Baker, Esq.
J. Peet, Esq.
Rao Saheb Bhasker Damodher.
Rao Saheb Wiswanath Narayen.
Venayek Wassoodew, Esq.
Govind Narayen, Esq.

166. Several meetings of the Committee were held, and some definite conclusions were arrived at for the regulation of future proceedings. I may particularly mention with thanks the receipt of an important minute by one of the members, the Rev. Dr. Wilson, on the Guzerathee language with reference to educational publications.

167. The agencies at my disposal for the production of vernacular school-books were the Murathee Translator's Department, which is connected with the Poona College, and the Guzerathee Translator's office.

168. *Murathee Translator to the Educational Department.*—This office was at first combined with that of Prin-

cipal of the Poona College. It was clear that no one person could perform the two duties together with satisfactory results, and, stimulated by the recent disclosure of the faults of discipline and organisation observable in the college, my predecessor, in April 1856, proposed a separation of the two offices, which was afterwards sanctioned by Government. On Major Candy proceeding to England, in May 1856, Rao Saheb Bhasker Damodher, then Deputy Inspector of the Ahmednuggur and Candeish Sub-Division, was appointed officiating Murathee translator. His report of the operations of his department during the year was as follows :*—

169. "The following books are being prepared by the Translation Department :—

	Pages translated.	Pages remaining.
Abridgment of the Murathee Dictionary	(Recently commenced)	
Translation of Murray's History of British India	430	318
Ditto History of Rome, by Dr. Schmitz	75	452
Ditto of portions of Pinnock's Catechism of Agriculture † ..	25	48
Ditto of Baker's Land Surveying.	50	74

"The book on Agriculture will be an elementary book of much value in the absence of a larger work. I have put it in hand in anticipation of sanction,‡ which I now take the liberty of soliciting.

* Extract from half-yearly report for period ending 31st Oct. 1856.

† "Or, rather, adaptation."

‡ Sanction was given.—E. I. H.

"The following works* are being prepared by persons not connected with the Translation Department, and, if approved of on completion, will have to be paid for specially. This arrangement was approved of by Mr. Erskine, but no official sanction has been received. I hope you will be so kind as to intimate your approval of it:—

"*First and Second Books for Children.*—Wasudeo Bhikajee, master of the Murathee school No. 1 at Ahmednuggur, and recently transferred to the Normal Department of the Poona College.

"*Third Book for Children.*—Luxumon Joshee, late master of the Murathee school at Nassick, and recently transferred to the Normal Department of the Poona College.

"*Course of Reading.*—Krishna Shastree, Chiploonkar, Assistant Professor of vernacular literature in the Poona College.

"*Translation of Chambers' Natural Philosophy, Part I.*—Rao Saheb Mahadeo Govind Shastree, visitor of schools.

"The preparation of the Course of Reading was entrusted to Assistant Professor Krishna Shastree, as there was no one in the Translation Department who had time to prepare it.† When the translation of the first part of Chambers' Natural Philosophy shall have been received from Rao Saheb Mahadeo Govind Shastree, I shall be able to say what steps should be taken to complete the translation of the whole Course.

* In substitution for the works here referred to, a more comprehensive plan of a reading series was subsequently framed. Such of the collected materials, however, as are considered suitable to the new series will be introduced into it.—E. I. H.

† *Vide* Mr. Erskine's letter No. 1595, dated 7th July 1856.

"I have addressed you a letter, No. 62, dated the 20th ultimo, with regard to the works mentioned below :—

1. A Collection of Questions and Answers, with regard to Blane's Forms of Village Accounts.
2. A Collection of Questions and Answers, with regard to Blane's Forms of Talooka Accounts.
3. On Mental Arithmetic.
4. A Catechism of Astronomy.

"There is in contemplation the preparation of a Map of Maharastra, and of a book on the Geography and History of Maharastra; also a book on Grammar, intermediate between Bal Vyakurn and Dadoba's. Materials for the Map and the Geography and History of Maharastra have been applied for.* With regard to the work on Grammar, a reference has been made to Mr. Dadoba Pandoorung, but no reply has yet been received :—

"The following works are undergoing revision :—

Translation of the first six books of Euclid.
Haddon's Algebra.
History of Greece.
A portion of Murray's History of British India.

"The following books have been slightly revised and lithographed during the period reported on :—

Bal Vyakurn.
Lipidhara.
Niti Bodh Katha.
Baithak Chowdi.
Jagti Jot.
Shetki Prukurn (Rural Economy).

* *Vide* Officiating Murathee Translator's letter No. 31, dated 12th August 1857.

"For English schools, abridged Dictionaries, English and Murathee, and Murathee and English, are very much required. An English and Murathee Grammar (of the English Language) will be very useful. I think the work published by the American Mission, with the Murathee portion improved, will answer the purpose.

"Books for the Sanskrit department are also required. A Murathee Grammar of the Sanskrit language has been reported upon. Other books must also be prepared, such as school dictionaries, Sanskrit and Murathee, and Murathee and Sanskrit, reading books for advancing students, scientific books for advanced students, a selection of moral verses and unobjectionable passages from classical (Murathee) writings, and several other minor works. About these, however, Mr. Mitchell's opinion should, in the first instance, be obtained.

"I need hardly state that the Translation Department requires to be placed on a much more satisfactory footing than it is at present. The staff of translators requires to be increased, and the subject of forming a vernacular literature requires to be considered in all its bearings. The proceedings of this department should be based upon a plan previously agreed to, and should be uniform in all its branches, Murathee, Guzerathee, Canarese, &c. I shall be happy to submit a report on these and other points, if you think one will be useful.

*"The revision of the following books was completed during the half year:—

Murathee translation of the first six books of Euclid.

Murathee translation of the first six books of Haddon's Algebra.

* Extract from half-yearly report for period ending 30th April 1857.

"Some of the books, of which new editions were lithographed during the half year, were looked over before they were sent to the press.

"You are aware that, during the last six months, I have had to address you on a variety of subjects. This work, and the superintendence of the Normal and Sanskrit departments, took much of my time, and I was consequently unable to do much as a translator.

"Two of the translation exhibitioners were engaged in translating Murray's History of British India, and Dr. Schmitz's History of Rome. Of the former, 491 pages have been translated; and of the latter, 111 pages. The third translation exhibitioner, Bhau Shastree Paitkur, who was on duty only for a portion of the time, finished his translation of Chambers' History of Greece. The Pundit was engaged partly in compiling the Dictionary of Difficult Murathee Words, the preparation of which has been entrusted to Lim; and partly in revising, for a second edition, his selections from Murathee poets."

170. *Guzerathee Translator.*—The Rev. Dr. J. Glasgow was appointed to this post (previously held by Mr. Graham, head master of the Surat Government English School) in December 1856. On his appointment, Dr. Glasgow proceeded to perform the work described in the following extract from a report addressed to me. It should first be explained, however, that the Guzerathee translator has no staff, establishment, or aid of any kind. His operations, therefore, will appear very limited, when contrasted with those of the Murathee translator's department. The extract report comprises a space of four months.

"I entered on office 3rd December 1856, and commenced to translate Wilson's Universal History. After

translating 45 pages you were kind enough to instruct me to leave it off, and to take up Keightley's Outlines of History. As soon as the book was received, which was not for a considerable time, I commenced this work. Its progress has been retarded by the constant interruptions, to be specified, and has progressed to the amount of 58 pages. The last interruptions of much length were occasioned by two laborious works, the revision of Mr. Govindji Narayen's translation of his Murathee work on Vegetable Substances, and of the Moral Class Book.

"On the 24th January 1857 I received a letter from Mr. Young, superintendent of the Surat Mission Press, stating that, in the previous July, he had received an application from C. J. Erskine, Esq., Director of Public Instruction, through Mr. Graham, for an estimate for printing an edition of the Youth's Book of Natural Theology. Of this letter I submitted to you an extract in my letter of 24th January 1857. In obedience to your reply, No. 527 of 1857, dated 30th March, I commenced the revisal of that work."

171. Dr. Glasgow also was employed in reading and reporting on the Guzerathee periodicals subscribed to by Government. These reports consist chiefly of philological criticisms, which are forwarded to the respective editors for their guidance. I trust that in this practice may be found the germ of future philological discussions, which may remove the uncertainty now attaching to questions of Guzerathee scholarship, and supply some better ground of critical learning than the arbitrary assertions of individuals.

172. *The Duxina Prize Committee.*—This Committee awards prizes for translations of original works in Murathee, and undertakes to publish such as it approves of. It main-

tains an officer, under the title of Reviser, whose business it is to prepare the selected works for the press. The operations of the committee, as described in the following extract of a minute by one of the native members, do not seem to have been very vigorous or successful:—

	Works received.	Approved.
"1851	17	11
1852	66	24
1853	4	3
1854	5	4
1855	7	4
	99	46

"Of these works, there are printed	8
Prepared for the press	5
In hand	31
In circulation	2
	46

"This view of the committee's transactions shows that the operations of the committee are not going on as satisfactorily as one would wish. In five years we have spent Rs. 11,000, and eight books have been published, and very few copies of them have been sold."

173. Proposals have been submitted to Government for the improvement of the committee, as also for the better appropriation of the *Duxina Fund*, a charitable allowance founded by the Peishwa for the encouragement of learning. This fund is at present distributed among nearly 1,000 Brahmins, many of whom do not require the pittance doled out to them, and the great majority of whom (to say

nothing of certain scandalous cases of convicted criminals) seem to have no claim whatever on the liberality of the State on the score of learning, or any other special merit.

174. I trust the Duxina endowments may be made real and powerful agents for the encouragement of native literature and learning. As my proposals have not yet received the final sanction of Government, it is perhaps better to defer giving a detailed account of them.

175. *Schools in Political Districts.*—Information with reference to these schools is furnished to Government by the several Residents and other officers. The Educational Department, as a general rule, exercises no supervision over them, but is frequently called upon to supply them with masters and tutors, and sometimes to give advice as to books, studies, and organisation. The Political districts, however, intermingled with and surrounding the Guzerat Division, have in some cases, I especially allude to Kattiawar, received closer attention from the Inspector. Mr. Hope refers in encouraging terms to the Kattiawar schools, over which, with the assent of the local authorities, he exercises the same supervision as over those in his own districts. The Rajkote English school, under Bhogilal Pranvulubdas, who is also Deputy Inspector of schools, is a considerable institution, which has been the first to try the important experiment of providing lodging for boys from distant villages. Hopes are also formed of the success of the English school established by the Rajah of Bhownuggur. It may be here stated that all the schools in Political districts are maintained by local funds, and that no grants-in-aid are conceded to them from the general revenues of the State.

176. In the Presidency and Dekkan Divisions are several

schools of the same class, concerning which, as they are not under the Department, I have only fragmentary information. The English school, called the Sirdar's College, at Belgaum is by far the most important of these. The Deputy Inspector was not encouraged by the Political authorities to visit and examine it. I should recommend Belgaum as a good site for a High School, should the chiefs of the district be willing to provide funds for the purpose. I am not well acquainted with the state of education in the Kolapore State, but I believe that the city of Kolapore is furnished with a very good Zillah or superior Anglo-Vernacular school. I understand that improvements are in progress relative to the schools in the Sawunt Waree district, where an Anglo-Vernacular school is contemplated.

177. *Schools for Low-Caste and Wild Tribes.*—There are no low-caste schools established directly by Government, and the Supreme Government has expressed a disapproval of such schools. The ordinary schools entirely supported by the State are in theory open indifferently to all castes. In the course of observations on my Report for 1855-56 the Government issued the following order:—

"The only case as yet brought before Government, in which the question as to the admission of pupils of the lowest castes into Government Schools has been raised, was that of a Mhar boy, on whose behalf a petition was submitted to Government in June 1856, complaining that, though willing to pay the usual schooling fee, he had been denied admission to the Dharwar Government school.

"On this occasion Government felt the great practical difficulty which attended the adjudication of a question in which their own convictions of abstract right would be in antagonism to the general feeling of the mass of natives,

for whose enlightenment, to the greatest possible extent, the Government Educational Department has been established; and it was decided, though, as will appear from the Resolution passed at the time,* with some hesitation, that it would not be right, for the sake of a single individual, the only Mhar who had ever yet come forward to beg for admission into a school attended only by pupils of caste, to force him into association with them, at the probable risk of making the institution practically useless to the great mass of natives.

"The proceedings of this Government in this matter were noticed in the following terms by the Government of India, in a letter No. 111, dated 23rd January 1857:—

"'It appears that a boy of the Mhar caste applied for admission to the Government school at Dharwar, and was rejected on the ground of caste, and on that alone. Having appealed in vain to the authorities in the Education

* "Extract from a Resolution passed by Government on the 21st July 1856:—

1. "The question discussed in this correspondence is one of very great practical difficulty.

2. "There can be no doubt that the Mhar petitioner has abstract justice on his side; and Government trust that the prejudices which at present prevent him from availing himself of existing means of education in Dharwar may be ere long removed.

3. "But Government are obliged to keep in mind that, to interfere with the prejudices of ages in a summary manner, for the sake of one or a few individuals, would probably do great damage to the cause of education. The disadvantage under which the petitioner labours is not one which has originated with this Government,† and it is one which Government cannot summarily remove by interfering in his favour, as he begs them to do."

† "*i. e.* the British Government."

Department, he petitioned the Government. The Government referred his petition to the Director for report; and Mr. Erskine, though admitting that the petitioner had reason and justice on his side, begged that the practical question might not be pushed to a decision immediately, being apprehensive that the admission of low-caste boys to the Government schools might do more harm than good. The Government acquiesced in the Director's views, and informed the petitioner that they could not at present interfere in his behalf.

"'The Governor General in Council thinks it very probable that the Bombay Government have acted wisely in this matter; but he desires me to say that the boy would not have been refused admission to any Government school in the Presidency of Bengal.'*

* This statement seems to require some modification with reference to a subsequent communication from the Supreme Government, dated 5th February 1858, in reply to the inquiries of the Bombay Government referred to above.

The Supreme Government forwarded copy of the following Minute by the Honorable the Lieutenant Governor of Bengal for the information of the Bombay Government.

"*Minute by the Honorable the Lieutenant Governor of Bengal.*—It is requested, by the Right Honorable the Governor General in Council, that I will state, from information in the possession of Government, and without making the inquiry the subject of a Circular Order or further correspondence, whether there is any rule or practice which prohibits the admission of boys of low caste into any of the Government schools in the Lower Provinces—whether, on the contrary, such boys are freely admitted into all Government schools—whether such admission has met with opposition from natives of caste—whether, if so, this opposition has been found to affect the usefulness of Government schools, and

Admission of boys to Government schools. Letter from Home Department, Government of India, No. 882, of 5th May 1857.

"On receipt of this letter it was resolved that the Government of India should be assured that this Government would be most unwilling to neglect any means of rendering the schools throughout the country less exclusive than they practically are in the matter of caste, provided this could be effected without bringing the Government schools into general disrepute, and thus destroying their efficiency,

in what proportion boys of low-caste are in general, or in any particular places, found to frequent these schools.

2. "I am able to answer this question decidedly from my own personal knowledge. I will add, however, that, having communicated privately with the Director of Public Instruction, I find his view of the facts to be exactly the same as mine.

3. "There is no rule of the Government, or of the Department of Public Instruction, prohibiting the admission of boys of low caste into any of the Government schools, except as regards certain special institutions in Calcutta, reserved for particular classes.

4. "On the contrary, it has been declared on more than one occasion, and might be shown to be the avowed ultimate policy of Government, that its schools and colleges should be open to every caste, class, and creed.

5. "Practically, however, this has never yet been carried into full effect. It has been left to the several local administrative authorities to regulate the admission to our schools, according to rules which contain no allusion to any question of caste or creed.

6. "And these local authorities, being in one way or another largely open to the appreciation of native feelings and influences, have, in the matter of Hindoo caste, undoubtedly so managed the admission of Hindoo boys into the schools as to prevent any offence to Hindoo prejudices, not by the adoption of any declared and unvarying system, but by a tacit accommodation of local practice to local opinion.

7. "Thus it has come to pass, without any irritating or doubtful disputations, that while those castes which the Hindoos universally consider vile are nowhere presented for admittance into our schools, the line of tacitly understood exclusion is differently drawn at different

and defeating the object for which they were intended. It was also determined that inquiries should be made as to the practical working of the principle which was said to prevail in Bengal, as affecting the general usefulness of Government schools, and in what proportion boys of the lower classes were found to take advantage of the means of education afforded by them.

times and places, according to the varying tenor of social feelings; certain castes being admitted in some places, without any offence to Hindoo local prejudices, which castes are excluded, or more properly not encouraged to apply for admission, in other places.

8. "At no time or place, that I know of, has there been any contest or opposition on the subject,—the Hindoos being satisfied with the actual practice pursued. At the same time it is quite evident that there is a general tendency towards a relaxation of prejudice and a gradual depression of the distinctive line.

9. "In this wholesome and natural process much aid is afforded by the educated natives attached to the Department, whose leanings are certainly in favour of catholicity, and who are often able to influence the general feeling, and incline it more and more liberally towards the lower castes and classes.

10. "This quiet and unobtrusive, but, in the end, inevitably successful method, applicable indeed to other branches of administration in India besides that now in question, is, I apprehend, in perfect accordance with the general policy of the Government of India, and is, I firmly believe, the best and wisest way of ensuring a safe and steady progress towards civilisation and social improvement. A rigid and violent enforcement of philosophical liberality in the management of our schools would, I fear, like any over-logical and aggressive reform attempted in other matters, social, political, or religious, produce reactions and revulsion, and would thus delay, if not imperil, the ultimate attainment of the great object in view.

(Signed) "FRED. JAS. HALLIDAY.

"*Darjeeling, the 20th May* 1857."

"The letter in which these inquiries were made (No. 599, dated 12th March 1857) has not yet been answered, and, until it is so, Government will refrain from ordering the adoption of any course which, however reasonable and just in itself, might, if introduced before all classes were convinced of its justice, defeat the object of the Educational Department in this country, which is to obtain the greatest possible amount of instruction and enlightenment for the greatest possible number of its inhabitants. It may be sufficient to add to these remarks the intimation that, although the Governor in Council does not contemplate the introduction of low-caste pupils into schools, the expenses of which are shared with Government by local contributors and patrons who object to such a measure, he reserves to himself the full right of refusing the support of Government to any partially endowed school, in which the benefits of education are withheld from any class of persons on account of caste or race; and, further, resolves that all schools maintained at the sole cost of Government shall be open to all classes of its subjects without distinction. This resolution is hereafter to be strictly observed."

Answered 5th Feb. 1858. See note to p. 90.—E. I. H.

178. I am unable yet to offer any observations on the practical working of this order. The lower castes are so sensible of their degraded social position that for some time they will probably make no marked advance to the invitation held out to them. The policy of the Board of Education was to confine education to "natives of good caste and the superior classes;" and, if they discouraged or prohibited Europeans and half-castes from entering Government schools, still less were they likely to wish for the presence of pupils supposed to be of abject origin, and regarded with abhorrence by the more favoured castes. The Bengal

educational authorities seem to have taken very much the same course, leaving it to the district Committees of Instruction to grant or refuse admittance to candidates of inferior caste, with reference to the state of local native feeling in each case.

179. Some reserve is, perhaps, advisable in considering this delicate subject; but I may be permitted to point out that in practice the question arises in two very different forms. Low-caste boys, as a general rule, are dirty and offensive in their persons. It would evidently not be fair to other children to compel them to receive such a fellow-pupil by their side. It would be like intruding a chimney-sweep or crossing-sweeper upon a class of clean well-dressed boys in an English national school. The effect would be to drive away those who are most able to profit by education, for the benefit of those who are least able.

180. On the other hand, where a low-caste boy is clean and well-mannered (such as presumably was the one who was refused admittance to the vernacular school at Dharwar, in July 1856), all one's sympathies are with the victim of what reason tells us is a groundless prejudice; and it would certainly seem just, and, if just, in the end expedient, that those who obstinately nourish such a prejudice should be made to pay for its gratification, as for any other luxury. The machinery of the grant-in-aid system is exactly applicable to such cases. All who wish to have exclusive schools, from whatever motives, can at once command the aid of the State towards their support. But the time is past for ever when they could expect the Government to found and wholly maintain a set of public schools, from which pupils, in other respects suitable, should be excluded simply on account of their race.

181. I trust that the practical solution of this problem may be effected without exciting much irritation, or inflicting any permanent injury on education. It is much to be desired that influential and intelligent native gentlemen, who acutely feel and justly resent any assumption of superiority grounded on pride of race, when exhibited by unmannerly Europeans, would exert themselves to disseminate the same sound views among their countrymen with reference to the so-called lower castes. But, meanwhile, it seems only just to exercise great forbearance towards the less educated persons and communities with whom we come in contact in the administration of Mofussil schools.

182. In the several missionary schools, low-caste boys are admitted under various arrangements; and there are three flourishing subscription schools for low castes (Mhars and Mangs) at Poona, aided by a grant from the Duxina fund. Such schools correspond to our Ragged Schools in England; and, regarding them in that character, I can see no objection to their existence. It does not in any way compromise the just and equal principles laid down by Government for the regulation of its ordinary schools for all classes.

183. *Bheel Schools.*—Still less objection seems to lie against the establishment of schools for wild tribes, such as the Bheels, of which there are several, not under this Department, founded chiefly by the police authorities. There are three of these schools under the officiating Bheel agent in Kandeish, which have been visited by the Deputy Inspector and reported on. The same general description may be given of them all. The boys are wayward, and given to playing truant. No fee is levied, and not much is learnt. Two of these schools (at Kunhur and Bhurgaum) are reported on in comparatively favourable terms; but

when it is stated that a police peon has to be kept for no other purpose than to prevent the Bheel boys from running away, some deduction must be made from this commendation. At Bhurgaum an ordinary Government vernacular school was lately opened, on the petition of parents, chiefly Government servants, who were desirous of securing for their children that superior education which, they believe, is only attainable in schools managed by the Educational Department. Yet it is highly important to observe, the attractions of gratuitous instruction have, in their eyes, so far over-powered the prejudices of caste, that sixty parents send their boys to be taught side by side with the outcast Bheels, while forty or fifty only are willing to pay a monthly anna for admission to the exclusive and superior Government school.

184. The attempt to educate the Bheels must be pronounced as hitherto a failure. But it is to be apprehended that in a mixed school, such as the Bhurgaum Bheel school, the poor outcast boys will not have a fair chance of attention from the Brahmin master. At all events, until some more special provision is made, whereby an avenue may be opened to their affections, I think the experiment of teaching this indocile race should not be given up. I have already recommended the training of Bheel boys as pupil teachers, to be apprenticed by the State, as a likely method of rearing masters able to solve the difficulty. This method is slow, and its fruits will not be perceptible for years to come. Another plan would be to make the education of Bheels chiefly industrial, and, if it were practicable at a moderate expense, I should recommend this course with confidence. Unfortunately, in this country industrial teaching is very costly to organize, and

seems impracticable without European superintendence. When the Poona mechanical school is more advanced, industrial masters may perhaps be obtained from it.

185. *School of Industry at Sewree, Bombay.*—This school is partly intended for the reformation of juvenile criminals, and partly for the propagation of improved industrial arts. Its past history is connected with the energetic efforts of Dr. Buist, its founder and constant supervisor, to introduce in this country the mechanical skill of Europe, and to ameliorate the condition of the lower classes of the native population. Unfortunately, from want of public interest, the institution seemed likely to decline, when the Jewish family of Sassoon, one of the great commercial houses in Bombay engaged in the China trade, came forward with a munificent offer, which will assure the future of the school.

186. These gentlemen proposed to deposit Rs. 30,000 in the Government Treasury, and to provide a suitable house and premises for the School of Industry, on condition of the Government contributing an allowance equal to the interest on the deposit, and granting the services of an engineer as superintendent of the establishment. In my next report I shall have the pleasure of recording the happy accomplishment of this scheme.

187. *The Sir Jamsetjee Jejeebhoy School of Art and Industry*:—I have particular gratification in stating that this institution, so long projected and discussed, was successfully opened during the year. Elementary drawing classes were formed, on the system approved by the Board of Trade, under a local artist, Mr. James Peyton. Forty-nine pupils were admitted, the entrance-test comprising nothing more than good moral character, and an elementary

knowledge of geometry. No fee is charged for admission, but, in accordance with the expressed wishes of the Court of Directors, the early introduction of the paying system is kept in view.

188. The venerable founder of the school stipulated that Government should provide a proper building and a qualified superintendent for the school. The former provision has not yet been made, but the classes are permitted to assemble in the large premises belonging to the Elphinstone Institution on the Esplanade. As regards a superintendent, the school committee (of which I am a member) received in 1856 an application from a gentleman named Crowe, of approved artistic and general qualifications, then studying, in Marlborough House, the system pursued by the Government Schools of Design in England, who solicited the appointment. At the request of the committee the local Government wrote to the Honorable Court to appoint Mr. Crowe superintendent of the school.

189. *Parsee Benevolent Institution.*—I visited this large establishment during the year. It contains 566 pupils, and thus rivals in size the Central School of the Elphinstone Institution. I examined orally the two senior classes, which, in respect of the age of the pupils and the nature of their studies, correspond to the junior classes of the Elphinstone College. My impression was favourable. I particularly observed the distinct, well accented, and intelligent reading of English. The principal of the Institution is the Rev. A. G. Fraser, D.D., who takes a lively interest in the progress of his pupils, and whose various accomplishments enable him single-handed, for there is no other European teacher, to communicate to the senior students a broad and liberal course of instruction.

190. I have nothing to add to the copious details given in my Reports for 1855-56, on the missionary and other schools independent of Government.

191. *Libraries.*—I reserve to my next report a complete view of the Public Libraries existing in the Presidency, with proposals for their improvement.

192. *Economic Museum.*—The Central Museum was opened on Tuesday, March 24th, 1857, at the Town Barracks, Bombay, and attracted crowds of native visitors. But events were then preparing which soon after rendered it necessary to restore the building to its original purpose, and the collection was cleared away to make room for soldiers.

193. The Elphinstone College, the University, the Museum, the Jamsetjee School of Art, all require accommodation, which must at some time or other be supplied by Government. I trust that it may be found possible to combine them all in one noble quadrangle, which, in its dimensions and style of architecture, may visibly symbolise the honour due by the State to Arts and Sciences and Learning.

194. *Conclusion.*—On a general review of the actual state of Government education in the Presidency, I must rather express hopes for the future than congratulations for the present. For some years to come our reports will be fuller of censure than of praise, and it must needs be so. The strict and truthful system of inspection, which is now searching every corner of the several districts, is producing fruits which at first are bitter to the taste. The college examinations of 1855-56 inaugurated a process that is going on everywhere. The faults of individuals, of organisation, and of policy, are now brought under a broad light for the

first time. No wonder that there is frequently observed some disposition to shrink from and even to resent the disclosures thus made.

195. It is hardly necessary to say that perseverance in this uncompromising course of truth-telling is the first condition of future improvement. Until the actual facts are before us, we cannot confidently proceed to solve that most difficult problem, namely, how best to apply European education to India. At the same time, I wish to guard myself from the imputation of casting any oblique censure upon the public-spirited gentlemen who from time to time formed the late Board of Education, and who undertook the burden of reconciling the timid and suspicious natives of this country to the reception of a learning and discipline which to them were new and strange. That was what I will venture to call the "protective" era of native education, when it was often necessary to make concessions to prejudice, to work provisionally on false principles as the only practicable way of working at all, to keep silence concerning manifest faults, to scatter compliments with prodigality on every instance of even moderate desert, and, in a word, to keep every body in good humour that could help or hinder the popularity of the main cause in which they were engaged.

196. The establishment of an Educational Department, under paid and responsible officers of the State, brought with it an inevitable change of system. To the reign of personal influence succeeded the empire of law. The previous maxims of administration had done their work, not inefficiently. European education had struck root in the country, and thenceforward might be allowed to grow without artificial stimulants. It was now time to remove

privileges and monopolies which had become obsolete, and to substitute regulations founded on equal justice. There was no longer any danger of speaking plainly on acknowledged defects, and insisting on their amendment. Inspectors and Examiners would not have deserved their salaries, if they had not spoken the truth without fear or favour; and indeed the sole justification of the costly educational staff lately provided was the expectation that they would work in the sternly honest spirit that characterises the same class of officers in England. I firmly believe that we have done so, and that the foundation has thus been laid for solid, though it may be slow, improvement.

197. Speaking for myself, I have been sorry, but not surprised, to observe that the immediate effect of this most wholesome change has been to create some irritation among persons who had become habituated to a more lax and good-natured system. Every reform is subject to the same sort of unpopularity, and the evils of every innovation are felt at first more keenly than its advantages. This natural feeling will, I am sure, soon subside; and, meanwhile, I beg leave to take this opportunity of declaring, on behalf of my colleagues and myself, that if we are found to enforce a stricter discipline than was usual, to censure errors without reserve, to tell unpalatable truths, and so to wound the self-complacency of persons who, in former times, were annually complimented in the Board's reports, it is from no carping spirit, but simply from a sense of duty; and that we are all prepared and eager to dispense praise with the utmost liberality, wherever we honestly believe it to be deserved. I feel sure that sensible persons will understand that praise is valuable in proportion to the just economy with which it is distributed; and I trust that, when the

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little irritation of the moment is past, those who have been offended with the novel plainness of speech used in recent educational reports will see that such frankness is absolutely necessary for the genuine progress of improvement, and by no means indicates, as they may suppose, a want of generous sympathy for the difficulties encountered and successes achieved under a previous system of administration.

198. I desire to put on record my satisfaction with the personal demeanour of such native teachers and students, whether at college or school, as I have met with. I have rarely had occasion to censure any one subordinate to me for want of courtesy or proper behaviour. This fact should be remarked, because it establishes an advantageous contrast between our educated men and some of those on the other side of India (*vide* the Report of Public Instruction in Bengal for 1856-57, p. 175).

199. There is still, however, room for considerable improvement in one respect. I wish that it were more clearly understood by native youth that prevarication, from whatever cause it may arise, produces a disagreeable impression on an English mind. We like to get a plain answer to a plain question; and in a school at home we regard it as a piece of moral misconduct for a boy to "fence" with his superior. I observe a reluctance, which is sometimes ludicrous and sometimes provoking, to reply simply and directly to a question, particularly where the answer would be a confession of ignorance. The experience of Indian Courts of Justice would seem to indicate the wide-spread prevalence of this peculiarity; it obviously arises from want of manliness; but I trust that the comparative or total absence of it will at all events distinguish our educated

men. Meanwhile, I think it well to quote the following passage from the Report of the College Examiners in "Arts" for the past year, which entirely accords with my own observations:—

"There is one characteristic fault in a large portion of these papers, to which I especially desire to draw attention, because it seems to me to be a fault for the remedy of which the teachers are in great measure responsible. I mean the wilful inaccuracy which ignores the precise terms of the question. The students may be effectually taught that, if they be desired to do a particular thing, they are either to do it or not to do it according to their ability, but that they ought not to attempt to make a show of reply in some other way."

200. It is with some reluctance that I advert to another subject, on which I invite a decided expression of opinion from Government. From my first assumption of office to the present time I have constantly received anonymous, or pseudonymous, communications on matters supposed to be within my control, purporting to come from persons connected with the Educational Department. There is, so to speak, a family likeness in most of these performances of a very odious kind. They commence with unwelcome adulation of the person to whom they are addressed, and proceed to accuse individuals subordinate to him, sometimes European, sometimes native, of offences more or less flagitious. They end with a threat, in case the matter should not be taken up, of a denunciation before the Government or in the newspapers. The language may be low or inflated, but there is in almost all the same cynical recklessness of statement, the same dishonest perversion of

facts, the same undisguised malignity of purpose. The ribaldry contained in some of these letters is most repulsive; and I am glad to say the writing, spelling, and grammar are uniformly so bad as to show that the libeller (for such he almost invariably is) has no title whatever to be considered a representative of our educated men. But the fact that such communications are not unfrequently received by the educational authorities is unpleasant, and calls, in my opinion, for distinct notice.

201. I beg to submit the services of the Inspectors to the favourable consideration of Government. Mr. Hope's zeal and success deserve particular praise. Among the Deputy Inspectors I would mention Rao Saheb Mahadeo Govind Shastree, Rao Saheb Wishwanath Narayen, and Mr. Narayan Bhai, as having attracted my notice by their activity and intelligence. Mr. Baker's success in the Southern Muratha Country also merits prominent mention. Mr. Hope speaks highly of the services of Rao Saheb Bhogilal Pranvulubdas, Deputy Inspector, Kattiawar.

202. I particularly recommend Mr. Curtis, head master of the English school at Ahmedabad, to the notice of Government, for his zealous extra-official exertions in connection with the Guzerat Vernacular Society, and all other local educational institutions.

203. I have again the pleasure of testifying to the merits of Rao Saheb Bhaskur Damodhur, during the year under report, officiating Murathee Translator in the Educational Department.

204. I beg to call attention to the services rendered to education by the undermentioned individuals unconnected with the Department, as reported by the Inspectors and Deputy Inspectors.

By Inspector, Presidency Division.

E. C. Jones, Esq., Collector of Tanna.
R. H. Pinhey, Esq., Judge at Rutnagherry.
Krishnarow Babjee Bhaway, Mahalkuree of Kinowlee.
Gunputrow Yeshwunt, Mahalkuree of Khalapoor.
The Mamlutdar of Mahim.
The Mamlutdar of Rygurh.
The Mamlutdar of Moorbad.
Bulwuntrow Abajee, Mahalkuree of Caranjah.
Moro Bhasker Saneh, Joint Police Officer at Bhewndy.

By Inspector, Dekkan Division.†

Balcrishna Mulhar, late Mamlutdar of Yewlah.
Dhunjee Bhai, Foujdar of Yewlah.
Soobrow Ayajee, Mamlutdar of Bagulkote.
Ramrao Soobajee, Mamlutdar of Gokak.
Babajee Vittul, Mamlutdar of Budamee.
Kesha Gopal, Mamlutdar of Tasgaum.
Pandoorung Ràmchundra, Mamlutdar of Hoongoonda.
Venkajee Gopal, Mamlutdar of Pursgurh.
Geerdhur Nursingh, Mamlutdar of Hutnee.
Gujanun Vittul, Foujdar of Chickoree.
Morar Vittul, Mahalkuree of Illul.
Virupacsha Dhondeo, Mahalkuree of Unkulghee.
Venkajee Goorrow, Mahalkuree of Unkulghee.
Raghvendra Krishna, Mahalkuree of Yardwa.
Ramchundra Jewajee, Mahalkuree of Beelghee.
Mahadowrao Krishna, Moonsiff of Haweree.
Naro Ramchunder, Mamlutdar of Chickoree.
Swamerao Goorrow, Mamlutdar of Kode.
Venkutrao Mahadeo, Mamlutdar of Bunkapoor.

* Also mentioned by Deputy Inspector.
† Also mentioned by Deputy Inspector.

Krishnajee Jyram, Mamlutdar of Ranebednoor.
Shreeneewas Narsivh, Mamlutdar of Dumul.
Gunesh Krishna, Mahalkuree of Misreecote.
Balajee Anunt, Mahalkuree of Hows Bhanee.
Morow Rughoonath Dhumduray, Moonsiff of Tulligaum.
Sudasheo Rughopnath, Mamlutdar of Sattara.

By Inspector, Guzerat Division.

Mr. Warden, Judge of Ahmedabad.
Mr. Ashburmer, First Assistant Collector of Kaira.
Rao Bahadoor Raghunathrao Ramchunder, District Deputy Collector of Ahmedabad.
Muncharam Gokul, Moonsiff of Dhundooka.
Apajee Sakurlal, Acting Mamlutdar of Dhundooka.
Dinanath Jadowrae, Mamlutdar of Purantej.
Shivlal Bhogilal, Moonsiff of Purantej.
Purshotum Poonjasha, Moonsiff of Oomret.
Jamietram Hinnuntram, Moonsiff of Gogo.

By Deputy Inspector, Dharwar Sub-Division.

Soobrow Ayajee, Mamlutdar of Bagulkote.
Ramrao Soobajee, Mamlutdar of Gokak.
Babajee Vittul, Mamlutdar of Budamee.
Kesha Gopal,* Mamlutdar of Tasgaum.
Pandoorung Ramchundra, Mamlutdar of Hoongoonda.
Venkajee Gopal, Mamlutdar of Pursgurh.
Geerdhur Nursingh, Mamlutdar of Hutnee.
Gujanun Vittul, Foujdar of Chickoree.

* With respect to this person Captain Lester observes as follows :—"I have the honour to bring to your favourable notice, and through you to that of Government, the conduct of Kesha Gopal, Mamlutdar of Tasgaum, for his very praiseworthy exertions in persuading the people to establish a school, and subscribe liberal funds (to the extent of Rs. 1,000) for the erection of a school-house in that town.

Morar Vittul, Mahalkuree of Ilkul.
Virupacsha Dhondeo, Mamlutdar of Unkulghee.
Venkajee Goorrow, Mahalkuree of Unkulghee.
Raghvendra Krishna, Mamlutdar of Yardwa.
Ramchundra Jewajee, Mamlutdar of Beelghee.
Mahadowrao Krishna, Moonsiff of Haweree.
Naro Ramchunder, Mamlutdar of Chickoree.
Swamerao Goorrow, Mamlutdar of Kode.
Venkutrao Mahadeo, Mamlutdar of Bunkapoor.
Krishnajee Jyram, Mamlutdar of Ranebednoor.
Shreenecewas Narsivh, Mamlutdar of Dumul.
Gunesh Krishna, Mahalkuree of Misreecote.
Balajee Anunt, Mamlutdar of Hows Bhanee.

By Deputy Inspector, Poona Sub-Division.

Morow Rughoonath Dhumduray, a Second Class Sirdar and Moonsiff at Tulligaum.*
Sudasheo Rughonath, Mamlutdar of Sattara.

By Deputy Inspector, Tanna Sub-Division.

Krishnarow Babjee Bhaweh, Mahalkuree of Kinowlee.
Gunputrow Yeshwunt, Mahalkuree of Khalapoor.
Bulwuntrow Abajee, Mahalkuree of Caranjah.
Moro Bhasker Saneh, Joint Police Officer.
The Mamlutdar of Mahim.
The Mamlutdar of Rygur.
The Mamlutdar of Moorbad.

205. The undermentioned Jagheerdars and Native Chiefs, who have shown an interest in the diffusion of education, or who have supported schools in their territories, have been specially brought to the notice of Government:—

* With regard to this person, *vide* para. 144 of this Report.

Guzerat Division.

The Thakore of Bhownuggur, Bhownuggur.

Dekkan Division.

Ragoonath Krishna Rao, and Mahadeo Vittul Vinchoorkar, Ahmednuggur.

Yeshwunt Rao Powar Muthukar, Ahmednuggur.

Kristna Rao Ram, and Balcrustna Rao Narayen Dabhoolkur, Ahmednuggur.

Kristna Rao Gunesh Ranjaikur, Ahmednuggur.

Gopal Rao Burvey Dooberkur, Ahmednuggur.

Parwuttee Baee, Candeish.

Punt Sacheo, Sattara.

Shreencewas Parushram Punt Pritinidhee, Sattara.

Madhojee Rao Naik Nimbhalker, Sattara.

Amroot Rao Duphlay, Sattara.

Dhondee Rao Tatia Saheb, Chief of Sanglee, Southern Muratha Country.

Gungadhur Rao Gunnesh Saheb, Chief of Meeruj, Southern Muratha Country.

Hurryhur Rao Pundit Shree Tatya, Maharaj of Koonoor, Southern Muratha Country.

Radha Bai Saheb, Chief of Ramdroog, Southern Muratha Country.

Rughoonath Rao Saheb, Chief of Koorundwar, Southern Muratha Country.

Ramchunder Rao Saheb, Chief of Jumkhundee, Southern Muratha Country.

Trimbuk Rao Saheb, Chief of Kagmar, Southern Muratha Country.

Bhasker Row Baba Saheb, Chief of Nurgoond, Southern Muratha Country.

Dulhale Khan, Nawab of Savanoor, Southern Muratha Country.

Dowlut Rao Saheb Ghorpuray, of Gudjendenghan, Southern Muratha Country.

Luxumon Rao Anna Saheb, of Meeruj, Southern Muratha Country.

Narrayen Rao Ghorpuray, of Dutwa, Southern Muratha Country.

Roodropunt Anna Mootalik Dessaee, of Neerlee, Southern Muratha Country.

Advihapa Dessaee, of Tunkhundee, Southern Muratha Country.

Veerbhudra Appa Dessaee, of Chuchdee, Southern Muratha Country.

The Son of the Chief of Koorundwad, Southern Muratha Country.

Rastia of Talikote, Sholapore.

I have the honour to be,

Sir,

Your most obdient Servant,

E. I. HOWARD,

Director of Public Instruction.

APPENDICES

TO THE

REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION

For 1856–57.

APPENDICES

TO THE

REPORT OF THE DIRECTOR OF PUBLIC INSTRUCTION

FOR 1856-57.

I.—INSTITUTIONS FOR GENERAL EDUCATION.

TABLE I.

Government Colleges and Collegiate Institutions.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year. Hindoos.	Mahomedans.	Others.	Average daily Attendance.	Number of Pupils studying in each Language at the end of the Year. English.	Marathee.	Guzerathee.	Portuguese.	Sanscrit.	Monthly Rate of School Fee.	Receipts. From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions & Donations.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.	Remarks.
1	2	3	4	5	6	8	9	9A	9B	9C	9D	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
												Rs. a.	Rs. a. p.	Rs. a. p.			Rs. a. p.			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Elphinstone College.	Bombay.	1831.	22	..	16	43	30	18	22	1	..	5 0	24,756 0 0	20,868 4 2	..	..	[illegible]	..	..	45,609 4 2	37,727 2 6	227 0 0	37,954 2 6	8,715 0 8	..	682 10 0	272 11 8	
Poona College.	Poona.	Sanscrit College, established 1821; amalgamated with Government Eng. School 1851.	428	..	19	23	328	414	..	..	82	2 0 1 0 0 8	39,035 4 7	....	..	..	[illegible]	..	..	39,071 4 7	33,714 14 10	1,548 0 8	35,263 7 6	3,771 13 1	..	89 4 4	26 18 9	The Poona College contains a real department and a real department.

Table 2.

Government Schools of the Higher Class, teaching up to University Entrance Standard.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	Number of Pupils studying in each Language at the end of the Year.					Monthly Rate of Schooling Fee.	Receipts.								Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Hindustanee.	Sanscrit.	Guzerathee.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions & Donations.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	9a	9b	9c	9d	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
													Rs. a. p.	Rs. a. p.	Rs.	Rs.	Rs. a. p.	Rs. a. p.			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
Central School, Elphinstone Institution.	Bombay	1862	302	7	297	600	492	600	156	45	58	350	2 0	788 14 11	8,429	..	1,485	9,041 0 0	..	..	13,006 14 11	13,006 14 11	..	13,006 14 11	....	..	31 11 6	1 9 4	The Central School Elphinstone Institution and the School Department of the Poona College are the only Institutions which professedly train boys for the College.
Surat, English School.	Surat..	1842	270	14	130	414	369·26	414	..	..	..	..	0 8	7,209 0 0	..	..	..	7,234 0 0	..	..	8,[illegible] 0 0	7,087 10 0	259 10 11	7,347 5 7	2,059 10 5	..	20 0 0	19 10 0	
Ahmedabad, English School.	Ahmedabad.	1842	124	8	61	193	142·18	193	..	..	..	..	0 8	4,784 8 0	..	..	..	663 8 0	..	..	5,748 0 0	4,655 0 0	342 9 5	5,037 9 5	710 6 7	..	35 2 11	33 8 8	
Poona College, School Department included in Table 1.	Poona..	....	..	..	..	..	....	..	..	..	..	..	....	....	..	..	..	..	..	..	....	....	..	....	....	..	....	....	

TABLE

Government Schools of the Lower Class,

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Mahratee.	Guzerathee.	Hindustanee.	Canarese.	Portuguese.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	10	11	12	13	14	15
ENGLISH SCHOOLS.															Rs. a. p.			Rs. a. p.	Rs. a. p.
Presidency Division.																			
English School	Rutnagherry	1845	69	3	1	73	79	79	..	..	..	..	..	As. 8	1,760 0 0	..	..	.....	270 8 0
Ditto	Tanna	1851	66	..	37	103	73	103	65	25	..	..	..	Rs. 1 As. 12 As. 8	600 0 0	..	..	.....	757 12 0
Mumbadavee, Eng. Sch.	Bombay	1850	15	6	20	41	44	41	..	..	..	..	..	Rs. 1	1,182 0 0	..	..	.....	431 0 0
Kavel, Do.	Do.	1855	60	..	..	60	49	60	..	..	..	..	..	Rs. 1	453 0 0	..	..	.....	561 0 0
Fort Branch, English	Do.	1850	18	6	180	204	190	204	..	..	..	..	..	Rs. 2	.....	..	..	.....	3,850 0 0
Dekkan Division.																			
English School	Ahmednaggur	1848	50	8	12	70	49	70	..	..	..	..	..	As. 8	2,686 9 8	..	..	.....	340 8 0
Ditto	Dhoolia	1853	81	3	2	86	63	86	..	..	..	..	..	As. 8	645 3 0	..	..	842 10 6	484 0 0
Ditto	Poona	1851	149	26	..	175	132	175	47	..	..	..	..	Rs. 1 As. 8 Rs. 1	1,274 8 0	..	..	.....	1,130 0 0
Ditto	Sattara	....	85	2	..	87	84·6	87	..	..	..	..	..	As. 8 As. 4	1,586 6 6	..	..	.....	297 8 0
Ditto	Sholapoor	....	56	2	..	58	42·2	58	..	..	..	..	..	Rs. 1	624 8 0	..	..	74 8 6	555 0 0
Ditto	Dharwar	1848	63	2	8	73	40	73	..	..	..	..	..	As. 8	291 0 0	..	..	600 0 0	182 0 0
Anglo-Vernacular	Wunee	1856	25	..	..	25	29	12	25	..	..	..	..	As. 1	219 2 0	..	..	183 12 0	49 14 0
Ditto	Junnere	1839	120	1	..	121	100·8	10	121	..	..	3	..	As. 1	300 1 0	..	..	.....	57 9 0
English Department	Sungumnere	1856	24	..	..	24	22	..	24	..	..	..	..	As. 1	189 15 0	..	..	170 10 0	16 6 0
Ditto	Yewlah	1856	22	1	..	23	24	23	..	..	..	..	..	As. 1	351 12 0	..	..	321 0 0	5 15 0
Ditto	Errandole	1856	20	..	..	20	14	20	..	..	..	..	..	As. 2	241 2 4	..	..	230 5 4	24 8 0
Guzerat Division.																			
English School	Kaira	1856	33	..	..	33	25·91	33	..	..	..	..	..	As. 8	611 11 7	..	..	743 11 7	185 0 0
Ditto	Neriad	1856	19	..	..	19	15·83	19	..	..	..	..	..	As. 8	104 0 0	..	..	119 9 7	44 8 0
Ditto	Broach	1849	68	5	20	93	71·18	93	..	..	..	..	..	As. 8	1,429 5 4	..	..	.....	458 0 0
Ditto	Rajkote	1853	52	12	12	76	58.17	76	..	..	..	..	..	..	4,245 0 2	..	..	29 0 0	.....
Ditto	Bhowanggur	1856	39	..	2	41	21·9	41	..	..	..	..	..	..	1,693 8 6	..	..	99 12 6	.....
Ditto	Pahlunpoor	1848	12	..	..	12	12	12	..	..	..	..	..	..	480 0 0	..	..	.....	.....
Ditto	Deesa	1857	15	5	20	40	37	40	..	..	..	..	..	As. 4	.....	..	..	.....	.....

3.

including Tahsilee and Village Schools.

Receipts			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
38 3 0	.....	2,068 11 0	1,825 9 4	.....	1,825 9 4	243 1 8	.....	23 1 9	22 4 5	
100 2 6	.....	1,457 14 6	1,200 0 0	*.....	1,200 0 0	257 14 6	.....	16 7 0	8 3 6	* Contingencies not yet sanctione
.....	.....	1,613 0 0	1,564 0 0	49 0 0	1,613 0 0	.....	.....	36 10 6	26 13 10	
.....	.....	1,014 0 0	960 0 0	54 0 0	1,014 0 0	.....	.....	20 11 1	9 3 11	
.....	.....	3,850 0 0	3,561 0 0	83 0 0	3,584 0 0	265 0 0	.....	18 13 10	.....	
119 5 6	.....	3,146 7 2	2,642 2 8	44 7 0	2,686 9 8	459 13 6	.....	54 13 3	54 13 3	
.....	.....	1,971 13 6	1,442 10 6	45 3 0	1,487 13 6	484 0 0	.....	23 9 10	10 3 10	
.....	.....	2,404 8 0	2,216 14 6	90 13 10	2,307 12 4	96 11 8	.....	17 6 4	9 9 7	
.....	.....	1,883 14 6	1,560 0 0	86 6 6	1,586 6 6	297 8 0	.....	18 11 2	18 11 2	
.....	.....	1,254 0 6	1,212 0 0	24 8 0	1,236 8 0	17 8 6	.....	29 6 4	14 12 9	
121 5 6	.....	1,194 5 6	891 0 0	43 1 0	934 1 0	260 4 6	.....	23 5 7	7 4 5	
10 8 10	4 12 0	459 0 10	346 0 0	62 0 9	408 0 9	51 0 1	.....	14 1 1	7 8 10	
.....	.....	417 1 9	328 0 0	39 11 10	367 11 10	49 5 11	.....	3 10 2	3 8 0	
12 4 0	10 8 0	389 11 0	331 2 0	29 15 0	361 1 0	28 10 0	.....	16 6 7	8 10 2	
6 3 0	15 0 0	699 14 0	636 0 0	51 12 0	687 12 0	12 2 0	.....	28 10 6	24 10 6	
10 1 0	65 0 0	671 0 8	437 10 8	198 13 0	636 7 8	34 9 0	.....	45 7 5	17 3 7	
.....	.....	1,540 7 2	943 7 2	380 12 7	1,324 3 9	216 3 5	.....	51 1 9	23 9 9	
.....	.....	268 1 7	208 0 0	16 1 4	224 1 4	44 0 3	.....	14 2 6	6 9 1	
.....	.....	1,887 5 4	1,380 0 0	91 10 9	1,471 10 9	415 10 7	.....	20 10 10	20 1 3	
.....	.....	4,265 0 2	3,673 5 4	591 10 10	4,265 0 2	.....	.....	73 5 1	72 15 7	
.....	.....	1,114 5 0	912 8 0	201 13 0	1,114 5 0	.....	.....	52 13 5	51 13 7	† Of this Rs. 1,672½ were paid to the Thakore of Rhowneggur.
.....	.....	480 0 0	480 0 0	.....	480 0 0	.....	.....	40 0 0	40 0 0	‡ Paid by the Chiefs in the Palanpoor Superintendency.
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	§ No pay has been drawn.

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzeratheo.	Hindustanee.	Canarese.	Portuguese.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	10	11	12	13	14	15
														As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Anglo-Vernacular ..	Junaghur*	1852	35	9	..	44	42·8	44	..	44	..	..	..	..	351 11 6	..	..	.....	.....
Ditto	Godra	1856	41	..	..	41	39	..	..	20	..	..	..	4 & 1	212 3 7†	..	..	.....	34 0 0
VERNACULAR SCHOOLS.																			
Presidency Division.																			
Mumbadavee, Guzerathee.	Bombay.....	1824	91	24	64	179	127	..	..	179	..	..	..	2	486 0 0	..	..	.....	221 0 0
Bombay, Hindustanee..	Bombay.....	1834	..	19	..	19	9	..	..	..	19	..	..	2	372 0 0	..	..	.....	14 4 0
Hindustanee	Panwell.....	1840	..	35	..	35	33	..	..	..	35	..	..	1	120 0 0	..	..	120 0 0	24 6 0
Portuguese School....	Tanna	Not known	..	..	68	68	56	..	..	..	..	..	68	..	180 0 0	..	..	120 0 0	.....
Murathee School	Tanna	1822	131	16	9	156	126	..	156	..	..	..	..	1	390 6 6	..	..	.....	84 9 0
Ditto	Bombay, Kavel..	1824	118	..	3	121	103	..	121	..	..	..	..	2	1,130 8 0	..	..	.....	128 0 0
Ditto	Kalian	1830	226	1	2	229	226	..	229	..	..	..	..	1	420 14 4	..	..	.....	151 2 0
Ditto	Panwell.....	1831	111	1	3	115	131	..	115	..	..	..	..	1	372 12 0	..	..	.....	84 9 0
Ditto	Bassein.....	1833	118	..	..	118	126	..	118	..	..	..	..	1	268 13 8	..	..	.....	83 12 0
Ditto	Bombay, Withalwadee.	1833	60	..	..	60	62	..	60	..	..	..	..	2	364 8 0	..	..	.....	78 10 0
Ditto	Bombay, Amerchund Wadee.	1833	207	..	1	208	201	..	208	..	..	..	..	2	749 13 0	..	..	.....	247 0 0
Ditto	Mahar	1839	89	2	..	91	89	..	91	..	..	..	..	1	240 8 0	..	..	.....	56 5 9
Ditto	Mahim	1840	130	2	..	132	131	..	132	..	..	..	..	1	273 8 11	..	..	.....	87 5 0
Ditto	Bombay, Mahim.	1846	13	1	1	15	14	..	15	..	..	..	..	2	122 8 0	..	..	.....	13 2 0
Ditto	Ooran	1855	58	3	4	65	70	..	65	..	..	..	..	1	65 0 0	..	..	66 0 0	49 4 0
Ditto	Pulaspeh	1855	38	..	..	38	46	..	38	..	..	..	..	1	61 12 0	..	..	72 0 0	33 10 0
Ditto	Gulsunda	1855	35	..	..	35	34	..	35	..	..	..	..	1	61 12 0	..	..	66 0 0	24 7 0
Ditto	Kuradeu	1855	21	..	..	21	22	..	21	..	..	..	..	1	61 12 0	..	..	72 0 0	15 15 0
Ditto	Gorai	1855	2	..	20	22	24	..	22	..	..	..	..	1	77 12 7	..	..	76 0 7	15 11 6
Ditto	Mora	1856	5	4	11	20	19	..	20	8	..	..	..	1	92 4 0	..	..	102 0 0	13 9 0
Ditto	Khalapoor.....	1856	43	..	..	43	44	..	43	..	..	..	..	1	95 0 0	..	..	120 0 0	32 9 0
Ditto	Joou	1856	23	..	2	25	26	..	25	..	..	..	..	1	61 12 0	..	..	67 8 0	17 6 0
Ditto	Moorbar	1856	75	..	..	75	83	..	75	..	..	..	..	1	158 6 10	..	..	97 1 1	58 15 6
Ditto	Dahanoo	1856	69	..	2	71	81	..	71	..	..	..	..	1	169 7 10	..	..	97 1 1	54 14 0
Ditto	Tarapoor	1856	82	..	5	87	86	..	87	..	..	..	..	1	171 12 10	..	..	97 1 1	63 2 0
Ditto	Bombay, Worlee.	1856	36	..	3	39	36	..	39	..	..	..	..	1	89 13 0	..	..	66 0 0	15 8 0
Ditto	Raveh	1856	13	..	..	13	14	..	13	..	..	..	..	1	121 3 4	..	..	63 6 5	9 4 0
Ditto	Belapoor	1856	29	..	..	29	31	..	29	..	..	..	..	1	131 0 0	..	..	62 6 5	21 6 0

Receipts.			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	351 0 0	11 6 0	245 0 0	106 11 6	351 11 6	.....	.....	8 5 5	8 5 5	* This School is under the Superintendence of the Tutor to the young Chief at Jumghur.
.....	246 0 0	9 7 0	220 15 7	10 4 0	229 3 7	26 6 0	.....	5 10 4	5 7 1	† Paid out of the revenue of His Highness the Scindia.
.....	.....	707 0 0	660 0 0	47 0 0	707 0 0	.....	.....	5 9 1	3 13 3	
.....	.....	386 4 0	300 0 0	84 0 0	384 0 0	2 4 0	.....	42 10 8	41 5 4	
.....	.....	264 6 0	240 0 0	3 8 0	243 8 0	20 14 0	.....	7 6 0	3 10 2	
.....	.....	300 0 0	300 0 0	.....	300 0 0	.....	.....	5 5 8	3 3 5	
.....	.....	474 15 6	382 14 6	24 3 0	407 1 6	67 14 0	.....	3 3 8	3 1 7	
.....	.....	1,248 8 0	1,116 0 0	14 8 0	1,130 8 0	128 0 0	.....	10 15 7	10 15 7	
.....	.....	572 0 4	412 6 4	74 4 7	486 10 11	85 5 5	.....	2 2 5	1 13 9	
.....	.....	457 5 0	366 0 0	71 14 5	437 14 5	19 6 7	.....	3 5 5	2 13 6	
.....	.....	352 9 8	266 5 8	3 4 0	269 9 8	83 0 0	.....	2 2 8	2 1 8	
.....	.....	443 2 0	348 0 0	16 8 0	364 8 0	78 10 0	.....	5 12 1	5 12 1	
.....	.....	996 13 0	636 0 0	113 13 0	749 13 0	247 0 0	.....	3 11 8	3 11 8	
.....	.....	296 13 9	234 0 0	12 15 0	246 15 0	49 14 9	.....	2 12 2	2 11 3	
.....	.....	360 13 11	267 0 11	6 8 0	273 8 11	87 5 0	.....	2 1 4	2 1 4	
.....	.....	135 10 0	120 0 0	2 8 0	122 8 0	13 2 0	.....	8 12 0	8 12 0	
.....	.....	180 4 0	126 0 0	34 15 0	160 15 0	19 5 0	.....	2 4 9	0 14 10	
.....	.....	167 6 0	132 0 0	15 3 8	147 3 8	20 2 4	.....	3 3 2	1 5 6	
.....	.....	152 3 0	126 0 0	2 8 0	128 8 0	23 11 0	.....	3 12 5	1 13 0	
.....	.....	149 11 0	132 0 0	4 12 0	136 12 0	12 15 0	.....	6 3 5	2 12 11	
.....	.....	169 8 8	152 1 2	9 8 7	161 9 9	7 14 11	.....	6 13 7	3 4 9	
.....	.....	297 13 0	192 0 0	2 4 0	194 4 0	13 9 0	.....	10 3 7	4 13 8	
.....	.....	247 9 0	210 0 0	5 6 0	215 6 0	32 3 0	.....	4 14 3	2 2 6	
.....	.....	146 10 0	127 8 0	1 12 0	129 4 0	17 6 0	.....	4 12 1	2 4 9	
.....	.....	314 6 11	182 11 5	74 8 6	257 3 11	57 3 0	.....	3 1 7	1 14 6	
.....	.....	321 6 11	182 11 5	86 6 7	269 2 0	52 4 11	.....	3 5 1	2 1 5	
.....	.....	331 15 11	182 11 5	86 8 6	268 13 11	63 2 0	.....	3 2 0	1 15 11	
.....	.....	171 5 0	121 0 0	34 13 0	155 13 0	15 8 0	.....	4 5 3	2 7 1	
.....	.....	193 13 9	116 3 9	68 6 0	184 9 9	9 4 0	.....	13 2 11	8 10 6	
.....	.....	214 12 5	114 6 5	79 12 6	194 2 11	20 9 6	.....	6 4 2	4 3 3	

Receipts: Sale of Books.	Receipts: Other sources.	Receipts: Total.	Charges: Current.	Charges: Extraordinary.	Charges: Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil: Total Cost.	Annual Cost of Educating each Pupil: Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	351 0 0	11 6 0	245 0 0	106 11 6	351 11 6	.....	.....	8 5 5	8 5 5	* This School is under the Superintendence of the Tutor to the young Chief at Junaghur.
.....	246 0 0	9 7 0	269 15 7	10 4 0	220 3 7	26 6 0	.....	5 10 4	5 7 1	† Paid out of the revenue of His Highness the Scindia.
.....	.....	707 0 0	660 0 0	47 0 0	707 0 0	.....	.....	5 9 1	3 13 3	
.....	.....	386 4 0	300 0 0	84 0 0	384 0 0	2 4 0	.....	42 10 8	41 5 4	
.....	.....	264 6 0	240 0 0	3 8 0	243 8 0	20 14 0	.....	7 6 0	3 10 2	
.....	.....	300 0 0	300 0 0	.....	300 0 0	.....	.....	5 5 8	3 3 5	
.....	.....	474 15 6	382 14 6	24 3 0	407 1 6	67 14 0	.....	3 3 8	3 1 7	
.....	.....	1,248 8 0	1,116 0 0	14 8 0	1,130 8 0	128 0 0	.....	10 15 7	10 15 7	
.....	.....	572 0 4	412 6 4	74 4 7	486 10 11	85 5 5	.....	2 2 5	1 13 9	
.....	.....	457 5 0	366 0 0	71 14 5	437 14 5	19 6 7	.....	3 5 5	2 13 6	
.....	.....	352 9 8	266 5 8	3 4 0	269 9 8	83 0 0	.....	2 2 8	2 1 8	
.....	.....	443 2 0	348 0 0	16 8 0	364 8 0	78 10 0	.....	5 12 1	5 12 1	
.....	.....	996 13 0	636 0 0	113 13 0	749 13 0	247 0 0	.....	3 11 8	3 11 8	
.....	.....	296 13 9	234 0 0	12 15 0	246 15 0	49 14 9	.....	2 12 2	2 11 3	
.....	.....	360 13 11	267 0 11	6 8 0	273 8 11	87 5 0	.....	2 1 4	2 1 4	
.....	.....	135 10 0	120 0 0	2 8 0	122 8 0	13 2 0	.....	8 12 0	8 12 0	
.....	.....	189 4 0	126 0 0	34 15 0	160 15 6	19 5 0	.....	2 4 9	0 14 10	
.....	.....	167 6 0	132 0 0	15 3 8	147 3 8	20 2 4	.....	3 3 2	1 5 6	
.....	.....	152 3 0	126 0 0	2 8 0	128 8 0	23 11 0	.....	3 12 5	1 13 0	
.....	.....	149 11 0	132 0 0	4 12 0	136 12 0	12 15 0	.....	6 3 5	2 12 11	
.....	.....	169 8 8	152 1 2	9 8 7	161 9 9	7 14 11	.....	6 13 7	3 4 9	
.....	.....	207 13 0	192 0 0	2 4 0	194 4 0	13 9 0	.....	10 3 7	4 13 8	
.....	.....	247 9 0	210 0 0	5 6 0	215 6 0	32 3 0	.....	4 14 3	2 2 6	
.....	.....	146 10 0	127 8 0	1 12 0	129 4 0	17 6 0	.....	4 12 1	2 4 9	
.....	.....	314 6 11	182 11 5	74 8 6	257 3 11	57 3 0	.....	3 1 7	1 14 6	
.....	.....	321 6 11	182 11 5	86 6 7	269 2 0	52 4 11	.....	3 5 1	2 1 5	
.....	.....	331 15 11	182 11 5	86 [illegible] 6	268 13 11	63 2 0	.....	3 2 0	1 15 11	
.....	.....	171 5 0	121 0 0	34 13 0	155 13 0	15 8 0	.....	4 5 3	2 7 1	
.....	.....	193 13 9	116 3 9	68 6 0	184 9 9	9 4 0	.....	13 2 11	8 10 6	
.....	.....	214 12 5	114 6 5	79 12 6	194 2 11	20 9 6	.....	6 4 2	4 3 3	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fee.	Receipts.					
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzerathee.	Hindoostanee.	Canarese.	Portuguese.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	10	11	12	13	14	15
														As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Murathee School	Nateh	1856	69	..	..	69	56	..	69	..	..	..	..	1	96 2 6	..	..	48 0 0	27 15 0
Ditto	Nagotna	1856	72	..	..	72	71	..	72	..	..	..	..	1	151 11 0	..	..	66 0 9	35 9 0
Ditto	Campolee	1856	28	..	..	28	32	..	28	..	..	..	..	1	116 9 8	..	..	45 12 9	14 10 0
Ditto	Dehri	1856	9	..	15	24	20	..	24	..	..	..	..	1	129 11 2	..	..	45 12 9	10 3 0
Ditto	Chouk	1856	57	..	..	57	50	..	57	..	..	..	..	1	121 13 8	..	..	44 9 7	24 7 0
Ditto	Sai	1856	36	1	7	44	37	..	44	..	..	..	..	1	124 4 0	..	..	43 12 9	18 4 0
Ditto	So	1856	26	1	..	27	28	..	27	..	..	..	..	1	113 15 4	..	..	43 9 7	14 9 0
Ditto	Shiroshi	1856	25	2	..	27	27	..	27	..	..	..	..	1	95 11 1	..	..	41 0 6	11 4 0
Ditto	Gorhen	1856	44	..	..	44	32	..	44	..	..	..	..	1	105 15 4	..	..	32 0 2	11 14 0
Ditto	Kinowli	1856	38	3	..	41	44	..	41	..	..	..	..	1	112 14 8	..	..	32 0 0	16 1 0
Ditto	Bandora	1856	44	7	3	54	36	..	54	..	..	..	..	1	109 0 6	..	..	31 12 9	13 9 0
Ditto	Bhewndy	1857	121	1	1	123	77	..	123	..	..	..	..	1	121 7 6	..	..	26 11 5	14 3 0
Ditto	Malad	1857	33	2	2	37	33	..	37	..	..	..	..	1	16 8 1	..	..	16 11 7	4 3 0
Ditto No. I....	Ratnagherry....	1823	219	20	1	240	229	..	229	..	..	..	..	1	543 5 8	..	..	.....	135 2 0
Ditto No. II...	Ratnagherry....	1823	307	1	..	308	286	..	286	..	..	..	..	1	455 5 8	..	..	.....	167 15 0
Ditto	Rajapoor	1833	103	1	..	104	93	..	93	..	..	..	..	1	158 5 8	..	..	... ..	59 7 0
Ditto	Chiplcon	1834	211	2	..	213	154	..	154	..	..	..	..	1	361 13 8	..	..	.....	118 15 0
Ditto	Moorood	1834	58	..	..	58	43	..	43	..	..	..	..	1	131 14 2	..	..	.....	24 2 0
Ditto	Dabhol	1834	173	9	..	182	135	..	135	..	..	..	..	1	267 7 11	..	..	.....	95 7 0
Ditto	Gohagar	1837	191	..	..	191	110	..	110	..	..	..	..	1	207 2 8	..	..	.....	64 14 0
Ditto	Malwan	1841	370	7	6	383	168	..	168	..	..	..	..	1	247 8 0	..	..	.....	135 14 0
Ditto	Hursai	1843	105	..	..	105	88	..	88	..	..	..	..	1	192 8 0	..	..	.....	66 12 0
Ditto	Someshwur	1843	38	1	..	39	21	..	21	..	..	..	..	1	137 8 0	..	..	.....	19 7 0
Ditto	Khed	1843	72	3	..	75	72	..	72	..	..	..	..	1	214 8 0	..	..	.....	59 1 0
Ditto	Palgad	1843	108	..	..	108	74	..	74	..	..	..	..	1	137 8 0	..	..	.....	50 11 0
Ditto	Vingorla	1844	212	4	..	216	114	..	114	..	..	..	..	1	150 8 0	..	..	.....	89 8 0
Ditto	Panwus	1847	87	2	..	89	69	..	69	..	..	..	..	1	137 8 0	..	..	.....	53 10 0
Ditto	Jalgaum	1847	72	..	..	72	49	..	49	..	..	..	..	1	137 8 0	..	..	.....	35 10 0
Ditto	Palsett	1848	63	..	..	63	41	..	41	..	..	..	..	1	137 8 0	..	..	.....	28 1 0
Ditto	Anjenwell	1849	70	3	..	73	50	..	50	..	..	..	..	1	137 8 0	..	..	.....	41 5 0
Ditto	Malgoood	1851	120	..	..	120	95	..	95	..	..	..	..	1	229 0 0	..	..	.....	72 4 0
Ditto	Sheeposhi	1855	76	..	..	76	49	..	49	..	..	..	..	1	55 0 0	..	..	55 0 0	34 15 0
Ditto	Deerook	1856	85	..	..	85	70	..	70	..	..	..	..	1	69 6 6	..	..	43 12 0	32 6 0
Ditto	Arolee & Sherola	1857	93	..	..	93	39	..	39	..	..	..	..	1	74 9 2	..	..	38 6 3	15 9 0
Ditto	Raidee	1856	48	2	..	50	53	..	53	..	..	..	..	1	67 9 1	..	..	30 11 7	11 3 0
Ditto	Kocharey	1857	58	..	..	58	48	..	48	..	..	..	..	1	63 13 6	..	..	30 0 0	11 4 0
Ditto	Achrey	1857	84	..	..	84	41	..	41	..	..	..	..	1	84 2 3	..	..	29 10 4	10 8 0
Ditto	Dewlay	1857	74	..	..	74	44	..	44	..	..	..	..	1	79 6 7	..	..	21 2 7	10 4 0
Ditto	Ainei and Mehtah	1857	59	..	..	59	39	..	39	..	..	..	..	1	59 6 8	..	..	16 14 3	6 4 0
Ditto	Vellas	1857	46	..	..	46	26	..	26	..	..	..	..	1	44 1 10	..	..	1 13 4	.....

Receipts.			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	172 1 6	88 0 0	56 2 6	144 2 6	27 15 0	.....	2 9 2	1 11 6	
.....	.....	253 4 9	124 4 9	93 7 0	217 11 9	35 9 0	.....	3 1 0	2 2 2	
.....	.....	177 0 5	83 15 5	83 6 0	167 5 5	9 11 0	.....	5 3 8	3 10 3	
.....	.....	185 10 11	83 15 5	81 8 6	165 7 11	20 3 0	.....	8 12 5	6 7 9	
.....	.....	190 14 3	81 12 3	84 11 0	166 7 3	24 7 0	.....	3 5 3	2 7 0	
.....	.....	186 4 9	80 4 9	87 12 0	168 0 9	18 4 0	.....	4 8 8	3 5 9	
.....	.....	171 8 11	79 14 11	77 10 0	157 8 11	14 0 0	.....	5 10 0	4 1 1	
.....	.....	147 15 7	75 3 7	61 8 0	136 11 7	11 4 0	.....	5 1 0	3 8 8	
.....	.....	149 13 6	59 13 6	78 2 0	137 15 6	11 14 0	.....	4 5 0	3 5 0	
.....	.....	160 15 8	58 10 8	96 4 0	154 14 8	6 1 0	.....	3 8 6	2 9 1	
.....	.....	145 6 3	58 4 9	73 8 6	131 13 3	13 9 0	.....	3 10 7	2 12 5	
.....	.....	162 5 11	50 15 11	97 3 0	148 2 11	14 3 0	.....	1 14 9	1 9 2	
.....	.....	37 6 8	31 7 8	1 12 0	33 3 8	4 3 0	.....	1 0 1	0 8 0	
68 4 9	.....	746 12 5	543 5 8	93 8 0	636 13 8	109 14 9	.....	2 14 8	2 14 9	
.....	.....	623 4 8	455 5 8	92 13 4	548 3 0	75 1 8	.....	1 13 8	1 15 8	
.....	.....	247 12 8	158 5 8	22 0 0	180 5 8	37 7 0	.....	1 15 0	1 15 0	
.....	.....	480 12 8	361 13 8	56 8 0	418 5 8	62 7 0	.....	2 11 6	2 11 6	
.....	.....	166 0 2	131 14 2	.....	131 14 2	34 2 0	.....	3 1 1	3 1 1	
.....	.....	302 14 11	267 7 11	61 8 0	328 15 11	33 15 0	.....	2 7 0	2 7 0	
.....	.....	272 0 8	207 2 8	22 0 0	229 2 8	42 14 0	.....	2 1 4	2 1 4	
.....	.....	383 6 0	247 8 0	55 2 2	302 10 2	80 11 10	.....	1 12 10	1 12 10	
.....	.....	259 4 0	194 8 0	51 0 0	245 8 0	15 12 0	.....	2 12 3	2 12 3	
.....	.....	156 15 0	137 8 0	.....	137 8 0	19 7 0	.....	6 8 9	6 8 9	
.....	.....	273 9 0	214 8 0	16 0 0	230 8 0	43 1 0	.....	3 3 2	3 3 2	
.....	.....	188 3 0	137 8 0	.....	137 8 0	50 11 0	.....	1 13 9	1 13 9	
.....	.....	249 0 0	159 8 0	24 11 5	184 3 5	64 12 7	.....	1 9 10	1 9 10	
.....	.....	191 2 0	137 8 0	61 4 0	198 12 0	.....	7 10 0	2 14 1	2 14 1	
.....	.....	173 2 0	137 8 0	.....	137 8 0	35 10 0	.....	2 12 10	2 12 10	
.....	.....	165 9 0	137 8 0	.....	137 8 0	28 1 0	.....	3 5 8	3 5 8	
.....	.....	178 13 0	137 8 0	.....	137 8 0	41 5 0	.....	2 11 10	2 11 10	
.....	.....	292 4 0	220 0 0	.....	220 0 0	72 4 0	.....	2 5 1	2 5 1	
.....	.....	144 15 0	110 0 0	26 0 0	136 0 0	8 15 0	.....	2 12 5	1 1 11	
.....	.....	145 8 6	87 8 0	25 10 6	113 2 6	32 6 0	.....	1 6 11	0 14 1	
.....	.....	128 8 5	76 12 5	36 3 0	112 15 5	15 9 0	.....	2 14 4	1 14 5	
.....	.....	109 7 8	61 7 2	36 13 6	98 4 8	11 3 0	.....	1 13 8	1 4 5	
.....	.....	105 1 6	60 0 0	33 13 6	93 13 6	11 4 0	.....	1 15 3	1 5 3	
.....	.....	124 4 7	59 4 7	54 8 0	113 12 7	10 8 0	.....	2 12 5	2 0 10	
.....	.....	110 13 2	42 5 2	58 4 0	100 9 2	10 4 0	.....	2 4 7	1 12 11	
.....	.....	76 8 11	21 12 5	48 8 6	70 4 11	6 4 6	.....	1 12 10	1 8 5	
.....	.....	45 15 2	3 10 8	42 4 0	45 14 8	.....	.....	1 12 3	1 11 2	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzzratbee.	Hindustanee.	Canarese.	Portuguese.		From Government.	Proceeds of Endowments.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	10	11	12	13	14	15
														As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Murathee School	Bankote.....	1857	40	2	..	42	32	..	32	..	..	..	..	1	43 15 2	..	..	1 10 8	.....
Ditto	Veshvee	1857	26	..	..	26	26	..	26	..	..	..	..	1	43 9 10	..	..	1 5 8	.....
Dekhun Division.																			
Murathee School	Ahmednuggur, No. 1.	1826	104	3	..	107	75	..	107	..	..	..	..	1	515 14 10*	..	..	.....	45 3 0
Ditto	Do. No. 2 ..	1832	127	4	2	133	78	..	133	..	..	..	..	1	456 15 4	..	..	.....	42 6 0
Ditto	Do. No. 3 ..	1826	65	28	1	94	67	..	94	..	..	..	..	1	342 0 2	..	..	.....	46 2 0
Murathee Low Caste School.	Do. No. 4 ..	1854	72	14	4	90	50	..	90	..	..	..	..	1	79 9 6	..	..	89 0 0	.....
Murathee School	Nassick	1826	137	3	..	140	109	..	140	..	..	..	..	1	692 9 6†	..	..	.....	94 13 0
Ditto	Yeulah	1837	153	2	..	155	149	..	155	..	..	..	..	1, 2, 4, & 8	436 11 10	..	..	.....	121 12 0
Ditto	Sungumnere....	1834	99	..	..	99	77	..	99	..	..	..	..	1	336 4 10	..	..	.....	42 1 0
Ditto	Jamkhair	1841	54	9	..	63	44	..	63	..	..	..	..	1	154 12 6	..	..	.....	29 13 0
Ditto	Akolah	1832	109	6	..	115	81	..	115	..	..	..	..	1	454 8 10	..	..	.....	75 5 0
Ditto	Trimbuck	1836	51	..	..	51	37	..	51	..	..	..	..	1	186 15 0	..	..	.....	31 4 0
Ditto	Rahoorce	1841	95	5	..	100	61	..	100	..	..	..	..	1	168 2 0	..	..	.....	9 0 0
Ditto	Kotool	1838	52	2	..	54	37	..	54	..	..	..	..	1	167 12 0‡	..	..	.....	18 7 0
Ditto	Parnair	1842	79	3	..	82	50	..	82	..	..	..	..	1	166 9 0	..	..	.....	48 7 0
Ditto	Rahatch	1844	38	..	..	38	26	..	38	..	..	..	..	1	161 4 0	..	..	.....	18 9 0
Ditto	Sinnar	1844	84	5	..	89	60	..	89	..	..	..	..	1	251 2 6	..	..	.....	31 0 0
Ditto	Chandore	1845	88	2	..	90	94	..	90	..	..	..	..	1	248 12 4	..	..	.....	76 11 0
Ditto	Kurjut	1845	43	2	..	45	30	..	45	..	..	..	..	1	156 0 6	..	..	.....	22 12 0
Ditto	Dhandhurphul..	1845	33	..	..	33	23	..	33	..	..	..	..	1	160 2 6	..	..	.....	15 10 0
Hindustanee School ..	Sungumnere....	1845	..	31	..	34	30	..	..	..	34	..	..	1	156 7 0	..	..	.....	7 0 0
Murathee School	Sukeneh	1845	59	..	..	59	44	..	59	..	..	..	..	1	162 3 6	..	..	.....	21 1 0
Ditto	Kopargaon	1846	59	3	..	62	48	..	62	..	..	..	..	1	171 6 0	..	..	.....	17 4 0
Ditto	Poontambeh....	1846	68	1	..	69	59	..	69	..	..	..	..	1	226 3 0	..	..	.....	37 1 0
Ditto	Dindoree	1847	50	3	..	53	37	..	53	..	..	..	..	1	116 1 6	..	..	.....	39 0 0
Ditto	Waree	1847	39	1	..	40	26	..	40	..	..	..	..	1	159 11 0	..	..	.....	19 2 0
Ditto	Korlaleh	1848	35	5	..	40	32	..	40	..	..	..	..	1	161 2 0	..	..	.....	19 1 0
Ditto	Kharda	1849	21	..	..	21	45	..	21	..	..	..	..	1	155 13 0§	..	..	.....	26 11 0
Ditto	Akolnair	1854	41	..	..	41	28	..	41	..	..	..	..	1	96 3 6	..	..	114 0 0	14 5 0
Ditto	Ambeh.	1854	17	..	..	17	13	..	17	..	..	..	..	1	63 1 0	..	..	75 0 0	12 9 0
Ditto	Vinchoor	1854	68	2	..	70	99	..	70	..	..	..	..	1	146 9 6	..	..	146 0 0	50 10 0
Ditto	Sykhedah	1855	72	2	..	74	45	..	74	..	..	..	..	1	96 11 0	..	..	105 0 0	28 2 0
Ditto	Dhodumbeh....	1856	21	2	..	23	24	..	23	..	..	..	..	1	60 0 0	..	..	75 0 0	17 0 0
Ditto	Bhingar.....	1856	19	..	..	19	26	..	19	..	..	..	..	1	60 0 0	..	..	66 0 0	17 6 0
Ditto	Nimone.....	1856	..	..	..	..	16	..	..	..	..	..	..	1	41 3 6	..	..	40 0 0	3 6 0

Receipts.			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	45 9 10	3 5 4	42 4 6	45 9 10	.....	.....	1 6 10	1 6 0	
.....	.....	44 15 6	2 10 8	42 4 6	44 15 6	.....	.....	1 11 8	1 10 10	
.....	.....	561 1 10	446 13 4	169 9 8	616 7 0	.....	55 5 2	8 3 6	6 14 1	* Rs. 19-8-0 were deducted from the Master's Salary.
.....	.....	499 5 4	433 15 5	56 5 4	490 4 9	9 0 7	.....	6 4 7	5 13 9	
.....	.....	388 2 2	320 8 8	36 4 0	356 12 8	31 5 6	.....	5 5 2	5 1 8	
.....	19 12 0	188 5 6	164 12 0	23 9 6	188 5 6	.....	.....	3 12 3	1 9 3	† Rs. 24-8-0 ditto.
.....	.....	787 6 6	679 8 0	43 11 6	723 3 6	64 3 0	.....	6 10 2	6 5 8	
.....	25 2 0	583 9 10	350 11 10	177 15 0	528 10 10	54 15 0	.....	3 8 8	2 14 2	
.....	.....	378 5 10	321 10 4	23 14 7	345 8 11	32 12 11	.....	4 7 10	4 5 11	
.....	.....	184 9 6	150 0 0	23 12 6	173 12 6	10 13 0	.....	3 15 2	3 8 3	
.....	.....	529 13 10	432 11 10	69 12 10	502 8 8	27 5 2	.....	6 3 3	5 9 9	
.....	.....	218 3 0	174 0 0	21 5 8	195 5 8	22 13 4	.....	5 4 6	5 0 10	
.....	7 8 0	200 3 0	161 9 10	23 2 0	184 11 10	24 7 2	.....	3 0 5	2 12 1	
.....	.....	186 3 0	152 0 0	27 9 10	179 9 10	6 9 2	.....	4 13 8	6 8 6	‡ Rs. 3-12-7 ditto.
.....	.....	215 0 0	150 0 0	17 3 11	167 3 11	47 12 1	.....	2 13 4	2 13 3	
.....	.....	179 13 9	150 0 0	12 8 6	162 8 6	17 4 6	.....	6 4 0	6 3 3	
.....	95 0 0	357 2 6	215 0 0	117 12 6	332 12 6	24 6 0	.....	5 8 9	4 13 8	
.....	.....	325 7 4	233 11 0	27 0 9	260 11 9	64 11 7	.....	2 12 4	2 10 4	
.....	.....	178 12 6	156 0 0	14 0 6	170 0 6	8 12 0	.....	5 10 8	5 3 2	
.....	.....	175 12 6	150 0 0	13 2 6	163 2 6	12 10 0	.....	7 1 6	6 15 6	
.....	.....	163 7 0	150 0 0	10 7 0	160 7 0	3 0 0	.....	5 5 7	5 3 5	
.....	.....	183 4 6	150 0 0	13 7 6	163 7 6	19 13 0	.....	3 11 5	3 11 0	
.....	.....	188 10 0	150 0 0	35 14 0	185 14 0	2 12 0	.....	3 13 11	3 9 2	
.....	9 0 0	272 4 0	211 0 0	45 8 0	256 8 0	15 12 0	.....	4 5 6	3 13 4	
.....	.....	205 1 6	150 0 0	21 13 6	171 13 6	33 4 0	.....	4 10 3	4 7 10	
.....	.....	178 13 0	150 0 0	10 1 0	160 1 0	18 12 0	.....	6 2 6	6 2 3	
.....	.....	180 3 0	150 0 0	11 3 8	161 3 8	18 15 4	.....	5 0 7	5 0 7	
.....	.....	182 8 0	150 0 0	42 5 0	192 5 0	.....	9 13 0	4 4 6	3 7 6	§ Rs. 21-4-0 ditto.
.....	.....	224 8 6	204 0 0	14 9 6	218 9 6	5 15 0	.....	7 12 11	3 6 11	
.....	1 8 0	152 2 0	136 8 0	8 6 9	144 14 9	7 3 3	.....	11 2 4	4 13 7	
.....	.....	343 3 6	280 0 0	29 11 0	319 11 0	23 8 6	.....	3 8 10	1 10 0	
.....	.....	229 13 0	195 0 0	6 1 0	201 11 0	28 2 0	.....	4 7 9	2 2 4	
.....	3 0 0	155 0 0	135 0 0	3 10 7	138 10 7	16 5 5	.....	5 12 0	2 8 0	
.....	.....	143 6 0	126 0 0	.....	126 0 0	17 6 0	.....	4 13 6	2 4 11	
.....	.....	84 9 6	80 0 0	1 3 6	81 3 6	63 6 0	.....	5 1 2	2 9 2	

Sale of Books.	Other sources.	Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	45 9 10	3 5 4	42 4 6	45 9 10	.....	.....	1 6 10	1 6 0	
.....	.....	44 15 6	2 10 8	42 4 6	44 15 6	.....	.....	1 11 8	1 10 10	
.....	.....	561 1 10	446 13 4	169 9 8	616 7 0	.....	55 5 2	8 3 6	6 14 1	* Rs. 10-8-0 were deducted from the Master's Salary.
.....	.....	499 5 4	433 15 5	56 5 4	490 4 9	9 0 7	.....	6 4 7	5 13 9	
.....	.....	368 2 2	320 8 8	36 4 0	356 12 8	31 5 6	.....	5 5 2	5 1 8	
.....	19 12 0	188 5 6	164 12 0	23 9 6	188 5 6	.....	.....	3 12 3	1 9 3	† Rs. 24-8-0 ditto.
.....	.....	787 6 6	679 8 0	43 11 6	723 3 6	64 3 0	.....	6 10 2	6 5 8	
.....	25 2 0	583 9 10	350 11 10	177 15 0	528 10 10	54 15 0	.....	3 8 8	2 14 2	
.....	.....	378 5 10	321 10 4	23 14 7	345 8 11	32 12 11	.....	4 7 10	4 5 11	
.....	.....	184 9 6	150 0 0	23 12 6	173 12 6	10 13 0	.....	3 15 2	3 8 3	
.....	.....	529 13 10	432 11 10	69 12 10	502 8 8	27 5 2	.....	6 3 3	5 9 9	
.....	.....	218 3 0	174 0 0	21 5 8	195 5 8	22 13 4	.....	5 4 6	5 0 10	
.....	7 8 0	209 3 0	161 9 10	23 2 0	184 11 10	24 7 2	.....	3 0 5	2 12 1	
.....	.....	186 3 0	152 0 0	27 9 10	179 9 10	6 9 2	.....	4 13 8	6 8 6	‡ Rs. 3-12-7 ditto.
.....	.....	215 0 0	150 0 0	17 3 11	167 3 11	47 12 1	.....	2 13 4	2 13 3	
.....	.....	179 13 0	150 0 0	12 8 6	162 8 6	17 4 6	.....	6 4 0	6 3 3	
.....	95 6 0	357 2 6	215 0 0	117 12 6	332 12 6	24 6 0	.....	5 8 9	4 13 8	
.....	.....	325 7 4	233 11 0	27 0 9	260 11 9	64 11 7	.....	2 12 4	2 10 4	
.....	.....	178 12 6	156 0 0	14 0 6	170 0 6	8 12 0	.....	5 10 8	5 3 2	
.....	.....	175 12 6	150 0 0	13 2 6	163 2 6	12 10 0	.....	7 1 6	6 15 6	
.....	.....	163 7 0	150 0 0	10 7 0	160 7 0	3 0 0	.....	5 5 7	5 3 5	
.....	.....	183 4 6	150 0 0	13 7 6	163 7 6	19 13 0	.....	3 11 5	3 11 0	
.....	.....	188 10 0	150 0 0	35 14 0	185 14 0	2 12 0	.....	3 13 11	3 9 2	
.....	9 0 0	272 4 0	211 0 0	45 8 0	256 8 0	12 12 0	.....	4 5 6	3 13 4	
.....	.....	205 1 6	150 0 0	21 13 6	171 13 6	4 0 0	.....	4 10 3	4 7 10	
.....	.....	178 13 0	150 0 0	10 1 0	160 1 0	18 12 0	.....	6 2 6	6 2 3	
.....	.....	180 3 0	150 0 0	11 3 8	161 3 8	18 15 4	.....	5 0 7	5 0 7	
.....	.....	182 8 0	150 0 0	42 5 0	192 5 0	.....	9 13 0	4 4 6	3 7 6	§ Rs. 21-4-0 ditto.
.....	.....	224 8 6	204 0 0	14 9 6	218 9 6	5 15 0	.....	7 12 11	3 6 11	
.....	1 8 0	152 2 0	136 8 0	8 6 9	144 14 9	7 3 3	.....	11 2 4	4 13 7	
.....	.....	343 3 6	290 0 0	29 11 0	319 11 0	23 8 6	.....	3 8 10	1 10 0	
.....	.....	229 13 0	195 0 0	6 13 0	201 11 0	28 2 0	.....	4 7 9	2 2 4	
.....	3 0 0	155 0 0	135 0 0	3 10 7	138 10 7	16 5 5	.....	5 12 0	2 8 0	
.....	.....	143 6 0	126 0 0	.....	126 0 0	17 6 0	.....	4 13 6	2 4 11	
.....	.....	84 9 6	80 0 0	1 3 6	81 3 6	63 6 0	.....	5 1 2	2 9 2	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance	No. of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fee.	Receipts.					
			Hindoos.	Mahomedans.	Others.	Total.		English.	Mahratee.	Guzerathee.	Hindustanee.	Canarese.	Portuguese.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.	
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	10	11	12	13	14	15	
														As.	Rs. a. p.			Rs. a. p.	Rs. a. p.	
Hindustanee School ..	Sykhedeh	1856	..	13	..	13	12	..	..	..	13	..	..	1	18 2 0	..	..	99 0 0	9 4 0	
Mahratee School	Pimpulgaon	1856	42	3	..	45	43	..	45	..	..	..	..	1	203 0 6	..	..	145 4 0	36 14 0	
Ditto	Naggursool	1856	23	..	..	23	20	..	23	..	..	..	..	1	154 10 7	..	..	97 0 0	12 10 0	
Ditto	Errungaon.....	1856	16	2	..	18	14	..	18	..	..	..	..	1	117 0 6	..	..	63 0 0	8 0 0	
Ditto	Mukhed	1856	23	..	..	23	20	..	23	..	..	..	..	1	154 0 2	..	..	93 1 2	12 10 0	
Ditto	Andersool	1856	56	1	..	57	30	..	57	..	..	..	..	1	186 9 8	..	..	120 6 2	24 5 0	
Hindustanee School ..	Niphad	1856	..	18	..	18	17	..	..	..	18	..	..	1	24 6 0	..	..	122 12 5	9 7 0	
Mahratee School	Dhamangaon ..	1856	23	3	..	26	20	..	26	..	..	..	..	1	123 6 4	..	..	59 11 3	14 5 0	
Hindustanee School ..	Ozur	1856	..	17	..	17	12	..	..	..	17	..	..	1	22 11 0	..	..	131 10 7	8 0 0	
Mahratee School	Indoree	1856	38	..	..	38	29	..	38	..	..	..	..	1	129 9 3	..	..	71 12 5	23 0 0	
Ditto	Ghodnudee	1856	41	4	..	45	37	..	45	..	..	..	..	1	126 10 7	..	..	64 10 7	21 5 0	
Ditto	Mohadee	1856	34	..	..	34	22	..	34	..	..	..	..	1	153 6 4	..	..	103 10 4	19 15 0	
Ditto	Thaugaon	1856	40	1	..	41	22	..	41	..	..	..	..	1	118 15 0	..	..	63 15 0	17 10 0	
Ditto	Sumserpoor	1856	29	..	..	29	18	..	29	..	..	..	..	1	104 14 11	..	..	73 3 11	15 2 0	
Female Mahratee School	Yewla	1856	15	..	..	15	6	..	15	..	..	..	..	1	78 12 8	..	..	57 10 8	.....	
Mahratee School	Newassa	1856	87	14	..	101	69	..	101	..	..	..	..	1	207 3 2	..	..	131 9 7	26 6 0	
Ditto	Mahigaon	1856	20	..	..	20	14	..	20	..	..	..	..	1	94 10 4	..	..	63 0 4	9 8 0	
Ditto	Wurkhed	1856	27	1	..	28	24	..	28	..	..	..	..	1	96 13 0	..	..	61 4 0	17 3 0	
Ditto	Kokumthan	1856	30	..	..	30	29	..	30	..	..	..	..	1	88 7 8	..	..	57 10 8	13 1 0	
Ditto	Pengree	1856	28	..	..	28	20	..	28	..	..	..	..	1	98 2 0	..	..	65 14 0	7 6 0	
Ditto	Sumutseer	1856	18	..	..	18	16	..	18	..	..	..	..	1	92 12 0	..	..	57 12 0	10 2 0	
Ditto	Munjoor	1856	23	..	..	23	19	..	23	..	..	..	..	1	87 4 6	..	..	55 9 0	8 0 0	
Ditto	Khedgaon	1856	6	..	..	6	14	..	6	..	..	..	..	1	119 12 0	..	..	90 8 3	10 7 0	
Ditto	Dudderah	1856	21	..	..	21	18	..	21	..	..	..	..	1	97 10 0	..	..	54 12 0	14 3 0	
Hindustanee School ..	Yewlah	1856	..	94	..	94	79	..	..	..	94	..	..	1	30 10 0	..	..	129 8 0	37 5 0	
Mahratee School	Nagdee	1856	39	..	..	39	38	..	39	..	..	..	..	1	116 8 6	..	..	81 8 0	26 8 0	
Ditto	Wakdee.....	1856	32	..	..	32	29	..	32	..	..	..	..	1	123 1 6	..	..	93 0 0	11 10 0	
Ditto	Khopdee	1856	14	1	..	15	15	..	15	..	..	..	..	1	90 12 2	..	..	56 15 8	3 12 0	
Hindustanee School ..	Nassick, No. I..	1856	..	22	..	22	18	..	..	..	22	..	..	1	73 2 4	..	..	61 1 10	12 8 0	
Mahratee School	Niphad	1856	42	3	..	45	37	..	45	..	..	..	..	1	140 7 6	..	..	86 15 9	25 5 6	
Ditto	Karsool.....	1856	23	..	..	23	16	..	23	..	..	..	..	1	89 7 8	..	..	64 5 2	11 13 0	
Hindustanee School ..	Nassick, No. II..	1856	..	25	..	25	31	..	..	..	25	..	..	1	22 13 0	..	..	162 5 6	19 2 0	
Mahratee School	Ozur	1856	70	..	..	70	48	..	70	..	..	..	..	1	147 3 6	..	..	106 14 0	32 7 0	
Ditto	Nandoor Mudmeshwer	1856	37	3	..	40	26	..	40	..	..	..	..	1	123 6 6	..	..	81 2 6	20 3 3	
Ditto	Palkhed.....	1856	27	..	..	27	19	..	27	..	..	..	..	1	119 1 6	..	..	89 13 6	13 7 9	
Hindustanee School ..	Pimpulgaon	1856	..	19	..	19	17	..	..	..	19	..	..	1	22 3 0	..	..	82 2 6	12 5 0	
Ditto	Vinchoor	1856	..	33	..	33	21	..	..	..	33	..	..	1	23 5 0	..	..	111 1 0	12 11 0	

Sale of Books.	Other sources.	Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	126 6 0	99 0 0	18 2 0	117 2 0	9 4 0	.....	9 12 2	1 8 2	
.....	20 8 0	405 10 6	272 12 0	97 1 6	369 13 6	35 13 0	.....	8 9 7	4 11 6	
.....	8 8 0	272 12 7	187 0 0	73 10 0	260 10 0	12 2 7	.....	13 6 0	7 11 8	
.....	1 0 0	189 0 6	123 0 0	58 4 0	181 4 0	7 12 6	.....	12 15 2	8 5 9	
.....	3 0 0	262 11 4	182 13 4	67 12 6	250 9 10	12 1 6	.....	12 8 5	7 11 2	
.....	13 0 0	344 4 10	238 12 4	82 8 6	321 4 10	23 0 0	.....	8 3 7	4 12 5	
.....	6 0 0	162 9 5	122 12 5	30 9 0	153 5 5	9 4 0	.....	9 0 4	1 6 11	
.....	6 4 0	203 10 7	117 7 1	71 14 6	189 5 7	14 5 0	.....	9 7 6	6 2 9	
.....	3 0 0	165 5 7	131 10 7	25 11 0	157 5 7	8 0 0	.....	13 1 7	1 14 3	
.....	2 8 0	217 15 8	129 3 2	65 10 6	194 13 8	23 0 0	.....	6 11 5	4 2 6	
.....	21 4 0	233 14 2	142 12 2	69 13 0	212 9 2	21 5 0	.....	6 7 1	3 13 5	* Rs. 2-8-0 were deducted from the Master's Salary. (Fine.)
.....	8 0 0	284 15 8	189 4 8	76 11 0	265 15 8	19 0 0	.....	12 1 5	6 15 6	
.....	1 8 0	202 0 0	120 14 0	64 10 1	185 8 1	16 7 11	.....	8 6 10	5 6 6	
.....	1 4 0	194 8 10	130 15 10	49 2 6	180 2 4	14 6 6	.....	10 0 1	5 13 3	
.....	.....	136 7 4	112 5 4	24 2 0	136 7 4	.....	.....	22 11 10	13 2 1	
.....	.....	375 2 9	241 4 3	98 9 6	339 13 9	35 5 0	.....	4 14 9	3 0 0	
.....	9 8 0	176 10 8	117 13 8	51 14 1	169 11 9	6 14 11	.....	12 1 11	6 12 2	
.....	5 15 0	181 3 0	115 12 0	49 4 5	165 0 5	16 2 7	.....	7 2 9	4 3 4	
.....	0 8 0	150 11 4	111 5 4	37 12 0	149 1 4	10 10 0	.....	7 7 3	4 6 9	
.....	2 8 0	173 14 0	118 6 0	48 2 9	166 8 9	7 5 3	.....	8 5 2	4 14 6	
.....	9 10 0	170 4 0	110 4 0	52 0 0	162 4 0	8 0 0	.....	10 2 3	5 12 9	
.....	0 8 0	151 5 6	108 1 0	37 1 6	145 2 6	6 3 0	.....	8 1 0	4 13 7	
.....	6 0 0	226 11 3	169 4 3	47 0 0	216 4 3	10 7 0	.....	12 11 6	7 0 0	
.....	.....	166 9 0	107 4 0	45 2 0	152 6 0	14 3 0	.....	8 7 5	5 6 9	
.....	3 0 0	270 7 0	199 8 0	35 5 0	234 13 0	35 10 0	.....	2 2 2	0 6 3	
.....	10 8 0	235 0 6	162 4 0	49 1 6	211 5 6	23 11 0	.....	5 9 0	3 1 1	
.....	4 0 0	231 11 6	170 8 0	49 9 6	220 1 6	11 10 0	.....	9 9 1	5 5 7	
.....	2 0 0	153 7 10	108 10 4	41 1 6	149 11 10	3 12 0	.....	12 7 7	7 9 0	
.....	5 2 0	151 14 2	112 7 2	26 15 0	139 6 2	12 8 0	.....	17 11 1	4 1 0	
.....	8 0 0	200 12 9	163 11 9	72 2 0	235 13 9	24 15 0	.....	6 5 11	3 12 9	
.....	4 0 0	169 9 10	165 7 10	42 7 6	207 15 4	.....	38 5 6	9 13 11	5 9 6	
.....	6 8 0	210 12 6	162 5 6	29 5 0	191 10 6	19 2 0	.....	6 2 11	0 11 9	
.....	9 0 0	295 8 6	213 14 0	49 3 6	263 1 6	32 7 0	.....	5 7 8	3 1 1	
.....	3 0 0	227 12 3	157 10 6	50 3 0	207 13 6	19 14 9	.....	7 15 6	4 11 11	
.....	4 0 0	226 6 9	166 5 6	46 12 6	213 2 0	13 4 9	.....	11 3 5	6 4 3	
.....	4 0 0	120 10 6	82 2 6	26 3 0	108 5 6	12 5 0	.....	6 5 11	1 4 10	
.....	1 8 0	148 9 0	111 1 0	24 13 0	135 14 0	12 11 0	.....	6 7 6	1 1 9	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzerathee.	Hindustanee.	Canarese.	Portuguese.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	10	11	12	13	14	15
														As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Murathee School	Jowlee	1856	20	..	..	20	18	..	20	..	..	..	..	1	92 3 4	..	..	59 4 4	11 5 0
Sanscrit School*	Yewlah	1856	26	..	..	26	10	..	..	..	..	..	..	1	56 8 2	..	..	52 6 8	2 0 0
Low Caste School	Vinchoor	1856	22	..	..	22	18	..	22	..	..	..	..	1	57 9 0	..	..	33 6 7	.....
Murathee School	Koombhephul ..	1856	17	..	..	17	9	..	17	..	..	..	..	1	91 14 0	..	..	60 5 0	7 4 0
Ditto	Paugree	1856	20	..	..	20	12	..	20	..	..	..	..	1	87 5 4	..	..	54 1 4	1 5 0
Hindustanee School ..	Sukmeh	1856	..	20	..	20	14	..	..	..	20	..	..	1	27 12 0	..	..	91 8 0	7 6 0
Murathee School	Wadaglee	1856	34	1	..	35	26	..	35	..	..	..	..	1	105 12 0	..	..	83 4 0	17 2 0
Ditto	Nandoordee	1856	17	1	..	18	13	..	18	..	..	..	..	1	127 3 0	..	..	80 0 0	9 9 0
Ditto	Oogaom	1856	15	2	..	17	14	..	17	..	..	..	..	1	125 1 0	..	..	82 8 0	9 12 0
Ditto	Dhulgaom	1856	20	..	..	20	19	..	20	..	..	..	..	1	55 0 6	..	..	52 8 0	9 0 0
Ditto	Pimperee	1856	18	..	..	18	17	..	18	..	..	..	..	1	54 2 0	..	..	61 6 2	3 10 0
Hindustanee School ..	Chandore	1856	31	65	..	96	38	..	..	..	96	..	..	1	25 14 0	..	..	130 4 8	25 2 0
Murathee School	Rajapoor	1856	26	2	..	28	16	..	28	..	..	..	..	1	8 11 0	..	..	90 0 0	4 8 0
Ditto	Bharum	1856	..	..	..	..	17	..	..	..	..	..	..	1	54 8 0	..	..	30 0 0	14 10 0
Ditto	Dhotra	1856	..	..	..	..	12	..	..	..	..	..	..	1	53 6 0	..	..	24 0 6	11 4 0
Ditto	Dhoolia	1826	180	1	..	151	136	..	151	..	..	..	..	1	551 1 0*	..	..	.....	112 2 0
Ditto	Errandole	1842	134	7	..	141	94	..	141	..	..	..	..	1	283 14 9	..	..	.....	108 1 0
Ditto	Jamnere	1846	80	..	..	80	64	..	80	..	..	..	..	1	184 15 0	..	..	.....	2 7 6
Ditto	Malligaum	1847	101	2	..	103	79	..	103	..	..	..	..	1 2	387 9 4	..	..	.....	80 3 0
Ditto	Nampoor	1849	83	..	..	83	58	..	83	..	..	..	..	1	168 5 0	..	..	.....	51 11 0
Ditto	Betawad	1849	69	1	..	70	55	..	70	..	..	..	..	1	135 11 0	..	..	.....	44 0 0
Ditto	Jykhede	1849	49	3	..	52	29	..	52	..	..	..	..	1	101 3 0	..	..	.....	21 8 0
Ditto	Asseerghur	1857	70	21	..	91	51	..	91	..	..	..	..	1	365 12 6	..	..	.....	.....
Ditto	Julgaum	1855	51	..	..	51	52	..	51	..	..	..	..	1	96 6 0	..	..	99 4 0	24 4 0
Ditto	Nundoorbar	1856	126	..	..	126	107	..	126	..	..	..	..	1	201 9 6	..	..	210 0 0	90 13 0
Ditto	Na-seerabad	1856	102	1	..	103	79	..	103	..	..	..	..	1	221 9 0	..	..	183 3 0	54 11 0
Ditto	Yawal	1856	115	3	..	118	102	..	118	..	..	..	..	1	219 12 0	..	..	176 8 0	79 6 0
Ditto	Nugurdeolee	1856	48	..	..	48	42	..	48	..	..	..	..	1	164 13 4	..	..	113 3 4	35 13 0
Ditto	Bhudgaom	1856	38	1	..	39	32	..	39	..	..	..	..	1 2	277 6 4	..	..	228 1 4	25 13 0
Ditto	Nasdel	1856	65	..	..	65	53	..	65	..	..	..	..	1	125 8 6	..	..	84 15 6	37 0 0
Ditto	Jhodgeh	1856	11	..	..	11	14	..	11	..	..	..	..	1	118 4 0	..	..	81 14 9	12 11 0
Ditto	Theogudy	1856	24	..	..	24	23	..	24	..	..	..	..	1	94 0 4	..	..	61 15 10	17 12 6
Ditto	Dhurungaum ..	1856	94	3	..	97	76	..	97	..	..	..	..	1	205 10 8	..	..	228 0 0	45 6 0
Ditto	Umbernee	1856	31	..	..	31	16	..	31	..	..	..	..	1	118 15 0	..	..	81 0 0	11 14 0
Ditto	Sheerpoor	1856	71	2	..	73	51	..	73	..	..	..	..	1	116 10 0	..	..	97 3 6	38 5 0
Ditto	Sindkhed	1856	61	3	..	64	34	..	64	..	..	..	..	1	155 13 5	..	..	124 0 5	25 8 0
Ditto	Lonere	1856	16	3	..	19	17	..	19	..	..	..	..	1	55 9 0	..	..	59 3 8	11 8 0

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fee.	Receipts.					
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Canarese.	Hindustanee.	Canarese.	Portuguese.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	10	11	12	13	14	15
														As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Marathee School	Jowlee	1856	20	..	..	20	18	..	20	..	..	..	..	1	92 3 4	..	..	59 4 4	11 5 0
Sanscrit School*	Yewlah	1856	26	..	..	26	10	..	..	..	..	..	..	1	56 8 2	..	..	52 6 8	2 0 0
Low Caste School	Vinchoor	1856	22	..	..	22	18	..	22	..	..	..	..	1	57 9 0	..	..	33 6 7	.....
Marathee School	Koombhephul ..	1856	17	..	..	17	9	..	17	..	..	..	..	1	91 14 0	..	..	69 5 0	7 4 0
Ditto	Pangree	1856	20	..	..	20	12	..	20	..	..	..	..	1	87 5 4	..	..	54 1 4	1 5 0
Hindustanee School ..	Sukeneh	1856	..	20	..	20	14	..	..	..	..	..	..	1	27 12 0	..	..	91 8 0	7 6 0
Marathee School	Wadaglee	1856	34	1	..	35	26	..	35	..	20	..	..	1	105 12 0	..	..	83 4 0	17 2 0
Ditto	Nandoordee	1856	17	1	..	18	13	..	18	..	..	..	..	1	127 3 0	..	..	80 0 0	9 9 0
Ditto	Oogaom	1856	15	2	..	17	14	..	17	..	..	..	..	1	125 1 0	..	..	82 8 0	9 12 0
Ditto	Dhulgaom	1856	20	..	..	20	19	..	20	..	..	..	..	1	55 0 6	..	..	52 8 0	9 0 0
Ditto	Pimperee	1856	18	..	..	18	17	..	18	..	..	..	..	1	54 2 9	..	..	61 6 2	3 10 0
Hindustanee School ..	Chandore	1856	31	65	..	96	38	..	..	..	96	..	..	1	25 14 0	..	..	130 4 8	25 2 0
Marathee School	Rajapoor	1856	26	2	..	28	16	..	28	..	..	..	..	1	8 11 0	..	..	99 0 0	4 8 0
Ditto	Bharum	1856	..	..	..	..	17	..	..	..	..	..	..	1	54 8 0	..	..	39 0 0	14 10 0
Ditto	Dhotra	1856	..	..	..	..	12	..	..	..	..	..	..	1	53 6 0	..	..	24 0 6	11 4 0
Ditto	Dhoolia	1826	150	1	..	151	136	..	151	..	..	..	..	1	551 1 0*	..	..	.....	112 2 0
Ditto	Errandole	1842	134	7	..	141	94	..	141	..	..	..	..	1	283 14 9	..	..	.....	108 1 0
Ditto	Jamnere	1846	80	..	..	80	64	..	80	..	..	..	..	1	184 15 0	..	..	.....	42 7 6
Ditto	Malligaum	1847	101	2	..	103	79	..	103	..	..	..	..	1	387 9 4	..	..	.....	80 3 0
Ditto	Nampoor	1849	83	..	..	83	58	..	83	..	..	..	..	2					
Ditto	Betawad	1849	69	1	..	70	55	..	70	..	..	..	..	1	108 5 0	..	..	.....	51 11 0
Ditto	Jykhede	1849	49	3	..	52	39	..	52	..	..	..	..	1	135 11 0	..	..	.....	44 0 0
Ditto	Asseerghur	1857	70	21	..	91	51	..	91	..	..	..	..	1	101 3 0	..	..	.....	21 8 0
Ditto	Julgaum	1855	51	..	..	51	52	..	51	..	..	..	..	1	365 12 6	..	..	.....	.....
Ditto	Nundoorbar	1856	126	..	..	126	107	..	126	..	..	..	..	1	96 6 0	..	..	99 4 0	24 4 0
Ditto	Na-seerabad	1856	102	1	..	103	79	..	103	..	..	..	..	1	201 9 6	..	..	210 0 0	90 13 0
Ditto	Yawal	1856	115	3	..	118	102	..	118	..	..	..	..	1	221 9 0	..	..	183 3 0	54 11 0
Ditto	Nugurdeolee	1856	48	..	..	48	42	..	48	..	..	..	..	1	219 12 0	..	..	176 8 0	79 6 0
Ditto	Bhudgaom	1856	38	1	..	39	32	..	39	..	..	..	..	1	164 13 4	..	..	113 3 4	35 13 0
Ditto	Nandel	1856	65	..	..	65	53	..	65	..	..	..	..	2	277 6 4	..	..	228 1 4	25 13 0
Ditto	Jhodgeh	1856	11	..	..	11	14	..	11	..	..	..	..	1	125 8 6	..	..	84 15 6	37 0 0
Ditto	Theegudy	1856	24	..	..	24	23	..	24	..	..	..	..	1	118 4 0	..	..	81 14 9	12 11 0
Ditto	Dhurungaum ..	1856	94	3	..	97	76	..	97	..	..	..	..	1	94 0 4	..	..	61 15 10	17 12 6
Ditto	Umbence	1856	31	..	..	31	16	..	31	..	..	..	..	1	295 10 8	..	..	228 0 0	45 6 0
Ditto	Sheerpoor	1856	71	2	..	73	51	..	73	..	..	..	..	1	118 15 0	..	..	81 0 0	11 14 0
Ditto	Sindkhed	1856	61	3	..	64	34	..	64	..	..	..	..	1	116 10 0	..	..	97 3 6	38 5 0
Ditto	Lonere	1856	16	3	..	19	17	..	19	..	..	..	..	1	155 13 5	..	..	124 0 5	25 8 0
														1	55 9 0	..	..	59 3 8	11 8 0

Receipts.			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	1 8 0	164 4 8	110 1 8	42 14 0	152 15 8	11 5 0	.....	8 7 11	5 1 11	
.....	.....	110 14 10	103 1 4	5 13 6	108 14 10	2 0 0	.....	10 14 3	5 10 5	* 26 Sanscrit.
.....	10 0 0	100 15 7	70 6 7	30 9 0	100 15 7	.....	.....	5 9 9	3 3 2	
.....	4 0 0	163 7 0	110 13 0	45 6 0	156 3 0	7 4 0	.....	17 5 8	10 3 4	
.....	.....	142 11 8	104 14 8	36 8 0	141 6 8	1 5 0	.....	11 12 6	7 4 5	
.....	14 8 0	141 2 0	101 8 0	32 4 0	133 12 0	7 6 0	.....	9 8 10	1 15 8	
.....	8 0 0	214 2 0	158 8 0	39 6 0	197 14 0	16 4 0	.....	7 9 9	4 1 1	
.....	5 12 0	222 8 0	155 0 0	58 1 6	213 1 6	9 6 6	.....	16 6 3	9 12 6	
.....	6 0 0	223 5 0	157 8 0	56 13 0	214 5 0	9 0 0	.....	15 4 11	8 15 7	
.....	1 0 0	117 8 6	52 2 0	56 5 6	108 7 6	9 1 0	.....	5 11 8	2 14 4	
.....	1 0 0	120 2 2	61 6 2	55 5 0	116 11 2	3 7 0	.....	6 13 10	3 2 11	
13 0 0	13 0 0	207 4 8	130 4 8	39 3 9	169 8 5	37 12 3	.....	4 7 4	0 10 10	
.....	.....	103 3 0	90 0 0	9 0 10	99 0 10	4 2 2	.....	6 3 7	0 9 0	
.....	.....	99 2 0	30 0 0	54 8 0	84 8 0	14 10 0	.....	4 15 6	3 3 3	Closed.
.....	.....	88 10 6	24 0 6	53 6 0	77 6 6	11 4 0	.....	6 7 2	4 7 2	Ditto.
.....	.....	663 3 0	514 0 0	53 5 0	567 5 0	95 14 0	.....	4 9 2	4 0 10	* Rs. 49-3-3 were saved from the salaries of Assistants.
.....	.....	391 15 9	274 4 11	55 15 6	330 4 5	61 11 4	.....	3 8 3	3 0 4	
.....	.....	227 6 6	180 0 0	19 15 0	199 15 0	27 7 6	.....	3 2 0	2 14 3	
.....	.....	407 12 4	365 15 10	42 7 6	408 7 4	59 5 0	.....	5 2 8	4 14 0	
.....	.....	220 0 0	150 0 0	18 5 0	168 5 0	51 11 0	.....	2 14 5	2 14 5	
.....	.....	199 11 0	150 0 0	33 11 0	183 11 0	16 0 0	.....	3 5 5	2 13 3	
.....	.....	182 11 0	150 0 0	11 3 0	161 3 0	21 8 0	.....	5 8 11	5 8 11	
.....	.....	365 12 6	360 0 0	5 12 6	365 12 6	.....	.....	7 2 9	7 2 9	
.....	7 0 0	226 8 6	189 4 0	13 0 6	202 4 6	24 4 0	.....	3 14 3	1 13 6	
.....	500 0 0	1,002 6 6	422 0 0	521 9 6	943 9 6	58 13 0	.....	8 13 1	1 14 2	
.....	8 0 0	407 7 0	347 11 0	65 14 0	413 9 0	58 14 0	.....	5 3 9	2 12 10	
.....	16 12 0	492 0 6	340 0 0	73 0 0	413 0 0	79 0 6	.....	4 0 9	2 2 5	
.....	20 0 0	333 13 8	221 8 8	76 8 0	298 0 8	35 13 0	.....	7 1 6	3 14 9	
5 11 0	4 0 0	540 15 8	435 6 8	74 1 0	509 7 8	31 8 0	.....	15 14 8	8 10 8	
.....	.....	247 8 0	162 11 6	49 0 0	211 11 6	35 12 6	.....	3 15 11	2 5 11	
.....	.....	212 13 9	158 14 9	41 4 0	200 2 9	12 11 0	.....	14 4 9	8 7 2	
.....	25 0 0	198 12 8	113 5 2	67 11 0	181 0 2	17 12 6	.....	7 13 11	4 1 4	
.....	20 0 0	589 0 8	430 10 8	113 0 0	543 10 8	45 6 0	.....	7 2 5	3 14 3	
.....	5 0 0	216 13 0	158 0 0	47 1 3	205 1 3	11 11 0	.....	12 13 1	7 6 11	
.....	6 0 0	258 2 6	173 15 6	48 0 0	221 15 6	36 3 0	.....	4 5 7	2 4 7	
.....	10 12 0	316 1 10	223 10 0	68 15 2	292 9 2	23 8 8	.....	8 9 5	4 9 4	
.....	.....	126 4 8	126 0 0	59 3 8	185 3 8	.....	58 15 0	10 14 4	3 4 3	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fee.	Receipts.					
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzerathee.	Hindustanee.	Canarese.	Portuguese.		Fees Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	10	11	12	13	14	15
														As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Hindustanee School ..	Bhurgaom	1856	..	3	..	3	9	..	..	..	3	..	..	1	17 10 0	..	..	104 10 8	.....
Ditto	Errundole No.II.	1856	..	26	..	26	23	..	..	..	26	..	..	1	21 12 0	..	..	104 3 11	13 10 0
Ditto	Sheerpoor	1856	4	24	..	28	16	..	..	..	28	..	..	1	17 10 0	..	..	100 13 2	11 7 0
Murathee School	Sowdah	1856	84	2	..	86	64	..	86	..	..	..	..	1	127 0 3	..	..	79 4 1	12 0 0
Hindustanee School ..	Errundole No. I.	1856	4	..	..	4	18	..	..	..	..	..	..	1	.....	..	..	30 0 7	1 2 0
Ditto	Dhurungaon ..	1856	..	..	..	..	9	..	..	..	..	..	..	1	.....	..	..	34 11 4	0 7 0
Murathee School	Poona No. I. ..	1826	200	..	..	200	176·1	..	200	..	..	..	..	1	775 11 7	..	..	.....	80 11 0
Ditto	Do. No. II. ..	1830	97	3	..	100	95·3	..	100	..	..	..	..	1	280 13 11	..	..	.....	40 9 0
Ditto	Do. No. III..	1830	181	..	..	181	163·9	..	181	..	..	..	..	1	456 8 2	..	..	.....	67 6 0
Ditto	Indapoor	1836	87	3	..	90	95·3	..	90	..	..	..	..	1	161 15 0	..	..	.....	23 1 8
Ditto	Saswad	1826	126	2	..	128	60·3	2	128	..	..	..	..	1 to 4	329 6 0*	..	..	.....	10 14 8
Ditto	Tullegaom.....	1830	64	1	..	65	50·3	..	65	..	..	..	..	1	189 8 6†	..	..	.....	9 6 0
Ditto	Supeh	1836	81	2	..	83	39·6	..	83	..	..	..	..	1	240 8 0	..	..	.....	13 10 0
Ditto	Ghodeh	1839	51	2	..	53	45·8	..	53	..	..	..	..	1	186 4 0	..	..	.....	14 11 0
Ditto	Chinchwur	1844	109	2	..	111	69·8	..	111	..	..	..	..	1	200 0 6	..	..	.....	30 7 0
Ditto	Powd.....	1840	40	1	..	41	29·8	..	41	..	..	..	..	1	158 13 0‡	..	..	.....	5 15 0
Ditto	Chass.....	1842	69	1	..	70	40	..	70	..	..	..	..	1	162 6 6	..	..	.....	17 7 0
Ditto	Sheevapoor	1842	57	1	..	58	37·7	..	58	..	..	..	..	1	153 3 0§	..	..	.....	10 8 0
Ditto	Pimpulwandee ..	1845	31	1	..	32	29·3	..	32	..	..	..	..	1	190 8 6	..	..	.....	24 8 0
Ditto	Heevra	1845	25	..	..	25	21·4	..	25	..	..	..	..	1	157 11 6	..	..	.....	18 3 0
Ditto	Kudoos	1845	99	3	..	102	74·2	..	102	..	..	..	..	1	193 7 0	..	..	.....	52 13 2
Ditto	Awusuree Koord.	1847	52	..	..	52	40·3	..	52	..	..	..	..	1	160 1 0‖	..	..	.....	24 5 3
Ditto	Baramattee	1847	165	1	..	166	118·3	..	166	..	..	..	..	1	284 11 8	..	..	.....	40 15 3
Ditto	Chakan	1848	44	4	..	48	28·7	..	48	..	..	..	..	1	185 5 0	..	..	.....	20 1 2
Ditto	Boree.....	1854	25	..	..	25	10·7	..	25	..	..	..	..	1	69 2 0	..	..	60 0 0	0 2 0
Hindustanee School ..	Indapoor	1854	..	23	..	23	11·6	..	..	..	23	..	..	1	62 10 6	..	..	60 0 0	7 5 0
Ditto	Baramattee	1856	..	18	..	18	14·4	..	..	..	18	..	..	1	62 8 0	..	..	60 0 0	9 10 0
Murathee School	Kullus	1854	24	..	..	24	18	..	24	..	..	..	..	1	67 11 6	..	..	60 0 0	4 4 0
Ditto	Kurla	1855	22	..	..	22	21·7	..	22	..	..	..	..	1	69 2 0	..	..	60 0 0	19 1 0
Ditto	Narayangam ..	1855	122	..	..	122	77·3	..	122	..	..	..	..	1	106 2 6	..	..	96 15 5	5 12 0
Ditto	Pulusdew	1855	49	..	..	49	41·3	..	49	..	..	..	..	1	104 9 6	..	..	90 0 0	3 1 0
Ditto	Dingoree	1855	39	2	..	41	27·2	..	41	..	..	..	..	1	65 5 0¶	..	..	60 0 0	8 7 0
Ditto	Annch	1855	19	..	..	19	12·9	..	19	..	..	..	..	1	63 9 6**	..	..	60 0 0	0 10 0

Receipts: Sale of Books.	Receipts: Other sources.	Receipts: Total.	Charges: Current.	Charges: Extraordinary.	Charges: Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil: Total Cost.	Annual Cost of Educating each Pupil: Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	3 0 0	125 4 8	104 10 8	20 10 0	125 4 8	.....	.....	13 2 4	1 15 4	
.....	13 4 0	152 13 11	109 7 11	29 12 0	139 3 11	13 10 0	.....	6 0 10	0 15 1	
.....	.....	129 14 2	100 13 2	18 3 0	119 2 0	10 14 0	.....	7 7 0	1 1 7	
.....	.....	252 11 4	145 4 6	73 2 0	218 6 6	34 4 10	.....	3 6 7	1 15 9	
.....	.....	31 2 7	30 0 7	.....	30 0 7	1 2 0	.....	1 10 8	.....	
.....	.....	35 2 4	34 11 4	.....	34 11 4	0 7 0	.....	3 13 8	.....	
.....	.....	856 6 7	783 9 7	125 13 0	909 6 7	53 0 0	.....	5 2 6	4 6 4	
.....	.....	321 6 11	267 14 11	21 10 6	289 9 5	31 13 6	.....	3 0 7	2 15 0	
.....	.....	523 14 2	456 10 2	58 7 6	515 1 8	8 12 6	.....	3 2 3	2 12 5	
.....	.....	185 0 8	150 0 0	17 13 1	167 13 1	17 3 7	.....	3 11 3	3 8 0	
.....	.....	340 4 8	311 13 0	17 9 0	329 6 0	10 14 8	.....	5 7 4	5 7 4	* Rs. 1-7-2 were deducted from Master's salary.
.....	5 0 0	203 14 6	174 0 0	60 4 6	234 4 6	.....	30 6 0	3 15 2	3 3 1	† Rs. 5-7-1 saved from contingent allowance.
.....	.....	253 13 0	226 13 6	31 3 3	258 0 9	.....	4 3 9	6 8 5	6 0 0	
.....	.....	208 15 0	174 0 0	26 2 10	200 2 10	0 12 2	.....	4 5 11	4 0 11	
.....	.....	239 7 6	194 7 0	17 1 6	211 8 6	27 15 0	.....	3 0 7	3 0 0	
.....	.....	164 12 0	150 0 0	8 13 0	158 13 0	5 15 0	.....	5 5 3	5 5 3	‡ Rs. 54-12-2 deducted from Master's salary, and contingent allowance.
.....	.....	179 13 6	150 0 0	16 2 6	166 2 6	.....	.....	42 6 0	4 0 11	
.....	.....	173 11 0	150 0 0	16 3 0	166 3 0	13 11 0	.....	4 6 6	4 5 3	§ Rs. 3-6-3 were saved from the pay of the Master, and from contingent allowance.
.....	.....	215 0 6	191 0 0	11 5 2	202 5 2	7 8 0	.....	6 14 5	6 8 0	
.....	.....	175 14 6	150 0 0	7 11 6	157 11 6	12 11 4	.....	7 5 11	7 5 11	
.....	.....	246 4 2	198 0 0	22 15 0	220 15 0	18 3 0	.....	2 15 8	2 9 7	
.....	.....	184 6 3	165 9 7	24 0 9	189 10 4	25 5 2	5 4 1	5 11 2	3 15 6	§ Rs. 0-5-4 saved from the Master's pay.
.....	.....	325 10 11	275 12 7	65 9 0	341 5 7	.....	15 10 8	2 13 9	2 6 3	
.....	.....	205 6 0	181 8 4	18 15 0	200 7 4	.....	.....	6 15 9	6 6 4	
.....	1 0 0	130 4 0	120 0 0	10 2 0	130 2 0	4 14 8	.....	12 2 6	6 6 4	
.....	.....	129 15 6	120 0 0	2 10 6	122 10 6	0 2 0	.....	10 9 1	5 6 4	
.....	.....	132 2 0	120 0 0	2 8 0	122 8 0	7 5 0	.....	8 8 0	4 4 9	
.....	.....	131 15 6	120 0 0	8 15 6	128 15 6	9 10 0	.....	7 2 10	3 12 2	
.....	.....	148 3 0	120 0 0	9 2 0	129 2 0	3 0 0	.....	5 15 2	3 1 7	
.....	.....	208 13 11	186 15 5	22 1 3	209 0 8	19 1 0	0 2 3	2 11 3	1 4 9	
.....	.....	197 10 6	180 0 0	14 9 6	194 9 6	.....	.....	4 11 3	2 8 5	
.....	.....	133 12 0	120 0 0	5 5 0	125 5 0	3 1 0	.....	4 9 7	2 6 3	[pay. ¶ Rs. 2-8-0 deducted from Master's
.....	2 1 0	126 4 6	120 0 0	6 2 6	126 2 6	8 7 0	.....	9 11 2	4 14 6	** Rs. 0-7-9 Ditto ditto.
						0 2 0				

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzerathee.	Hindoostanee.	Canarese.	Portuguese.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	10	11	12	13	14	15
														As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Marathee School	Rajoree	1855	45	1	..	46	35·9	..	46	..	..	..	..	1	67 10 6	..	..	60 0 0	6 9 11
Ditto	Katiswadee	1855	24	..	..	24	15·7	..	24	..	..	..	..	1	*66 15 6	..	..	60 0 0	5 4 0
Ditto	Tullegaum (Dabhadias.)	1856	42	5	..	47	33·9	..	47	..	..	..	..	1	164 8 0	..	..	150 0 0	16 11 0
Ditto	Muncher	1856	30	9	..	39	16·7	..	39	..	..	..	..	1	99 13 0	..	..	93 1 10	6 15 0
Hindustanee School ..	Junere	1856	..	40	..	40	35·1	..	..	..	40	..	..	1	67 5 6	..	..	63 0 0	13 0 0
Marathee School	Pimpree Pendhar	1856	16	..	..	16	13·7	..	16	..	..	..	..	1	67 10 6	..	..	60 0 0	2 8 0
Ditto	Ewut	1856	25	1	..	26	14·0	..	26	..	..	..	..	1	67 10 6	..	..	60 0 0	9 9 0
Ditto	Awasuree Boodrook,	1856	31	..	..	31	20·3	..	31	..	..	..	..	1	70 7 0	..	..	63 0 0	.....
Ditto	Churolee	1856	44	..	..	44	37·4	..	44	..	..	..	..	1	93 11 6	..	..	90 0 0	10 6 0
Ditto	Wadeh	1856	12	..	..	12	33·6	..	12	..	..	..	..	1	101 11 6	..	..	90 0 0	.....
Ditto	Wadgaom	1856	83	2	..	85	45·3	..	85	..	..	..	..	1	163 10 7	..	..	82 11 1	0 4 0
Ditto	Neembgaom	1856	31	3	..	34	20·9	..	34	..	..	..	..	1	137 11 8	..	..	54 2 8	10 15 0
Ditto	Ottoor	1856	40	1	..	41	30·5	..	41	..	..	..	..	1	229 13 2	..	..	135 6 8	17 3 11
Ditto	Kurkumbeh	1856	18	2	..	20	16·6	..	20	..	..	..	..	1	126 5 5	..	..	56 2 1	4 12 0
Ditto	Pimpulgaum	1856	24	1	..	25	15·3	..	25	..	..	..	..	1	127 5 7	..	..	55 5 8	5 7 0
Ditto	Buhool	1856	20	..	..	20	11·2	..	20	..	..	..	..	1	127 3 1	..	..	55 5 8	4 15 0
Ditto	Pimpleh	1856	20	..	..	20	12·4	..	20	..	..	..	..	1	123 11 7	..	..	55 5 8	2 2 0
Ditto	Mahaloongeh ..	1856	19	..	..	19	10·3	..	19	..	..	..	..	1	120 11 10	..	..	51 4 7	2 2 0
Ditto	Nighojey	1856	20	1	..	21	12·8	..	21	..	..	..	..	1	124 15 10	..	..	51 4 7	2 6 0
Ditto	Chandolee	1856	14	..	..	14	13·6	..	14	..	..	..	..	1	121 13 0	..	..	50 5 2	7 0 0
Ditto	Allundee	1856	27	..	..	27	22·2	..	27	..	..	..	..	1	94 8 0	..	..	30 0 0	1 10 0
Ditto	Khed	1839	93	6	..	99	68·2	..	99	..	..	..	..	1	200 11 0	..	..	.....	24 0 0
Ditto	Donegeh	1857	22	..	..	22	13·0	..	22	..	..	..	..	1	86 4 5	..	..	20 2 1	3 6 0
Ditto	Veeheer	1836	66	..	..	66	38·8	..	66	..	..	..	..	½ to 1	63 12 0	..	..	.....	7 6 9
Ditto	Jejoree	1836	158	5	..	163	100·6	..	163	..	..	..	..	do.	443 4 3	..	..	.....	26 10 0
Ditto	Pargaom	1836	38	2	..	40	22·1	..	40	..	..	..	..	do.	82 4 3	..	..	.....	2 6 9
Ditto	Dewch	1836	26	..	..	26	15·3	..	26	..	..	..	..	do.	58 12 5	..	..	6 6 2	1 14 9
Ditto	Pangray	1838	24	..	..	24	13·8	..	24	..	..	..	..	do.	63 12 0	..	..	.....	3 10 9
Ditto	Ekhutpoor	1836	40	..	..	40	26·8	..	40	..	..	..	..	do.	62 12 2	..	..	.....	9 4 0
Ditto	Jadhoos Wadi ..	1836	36	3	..	39	21·2	..	39	..	..	..	..	do.	64 6 8	..	..	.....	2 2 0
Ditto	Sonoree	1835	27	..	..	27	15·7	..	27	..	..	..	..	do.	63 14 6	..	..	.....	4 4 3
Ditto	Modveh	1836	21	1	..	22	12·8	..	22	..	..	..	..	do.	57 11 1	..	..	.....	1 12 9
Ditto	Goolooachey	1836	39	1	..	40	26·0	..	40	..	..	..	..	do.	61 13 7	..	..	.....	6 14 3
Ditto	Pundharee	1836	46	2	..	48	23·7	..	48	..	..	..	..	do.	53 12 6	..	..	.....	6 8 9
Ditto	Guradey	1837	18	..	..	18	11·7	..	18	..	..	..	..	do.	63 5 11	..	..	.....	0 15 0
Ditto	Kodit	1837	45	..	..	45	21·8	..	45	..	..	..	..	do.	83 5 10	..	..	.....	2 4 3
Ditto	Chambles	1837	29	1	..	30	16·9	..	30	..	..	..	..	do.	65 7 6	..	..	.....	5 9 3
Ditto	Chopdur	1837	30	1	..	31	14·8	..	31	..	..	..	..	do.	50 13 0	..	..	.....	1 10 6

Sale of Books.	Other sources.	Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	134 4 5	120 0 0	7 15 6	127 15 6	6 4 11	.....	3 9 0	1 12 9	* Rs. 5-15-4 deducted from Master's pay.
.....	.....	132 3 6	120 0 0	6 15 6	126 15 6	5 4 0	.....	8 1 2	4 4 1	
.....	.....	331 3 0	300 0 0	14 8 0	314 8 0	16 11 0	.....	9 4 5	4 12 9	
.....	0 4 0	200 1 10	180 0 0	13 8 10	193 8 10	6 9 0	.....	11 9 5	5 14 4	
.....	.....	140 5 6	120 0 0	7 5 6	127 5 6	13 0 0	.....	3 9 7	1 14 6	
.....	3 6 0	133 8 6	120 0 0	11 0 6	131 0 6	2 8 0	.....	9 8 11	4 14 4	
.....	.....	137 3 6	120 0 0	9 6 6	129 6 6	7 13 0	.....	9 13 11	4 13 3	
.....	5 0 0	135 7 0	120 0 0	15 7 0	135 7 0	.....	.....	6 10 6	3 6 4	
.....	.....	197 1 6	180 0 0	7 13 6	187 13 6	9 4 0	.....	5 3 7	2 8 0	
.....	.....	191 11 6	180 0 0	11 11 6	191 11 6	.....	.....	5 11 3	3 3 0	
.....	2 12 0	252 5 8	165 6 2	86 11 6	252 1 8	0 4 0	.....	5 9 0	3 9 7	
.....	5 0 0	207 13 4	108 5 4	88 13 0	197 2 4	10 11 0	.....	9 6 10	6 9 3	
.....	4 0 0	386 7 9	270 13 4	99 6 3	370 3 7	16 4 2	.....	12 2 0	7 8 5	
.....	8 4 0	195 7 6	102 14 6	88 0 0	190 14 6	4 9 0	.....	11 8 0	7 9 9	
.....	4 0 0	192 2 3	101 7 9	85 3 6	186 11 3	5 7 0	.....	12 3 2	8 0 0	
.....	.....	187 7 9	101 7 9	81 1 0	182 8 9	4 15 0	.....	16 4 9	11 4 9	
.....	2 12 0	186 15 3	107 7 9	83 5 6	184 13 3	2 2 0	.....	15 4 4	10 7 6	
.....	1 4 0	175 6 5	94 0 5	79 4 0	173 4 5	2 2 0	.....	16 13 1	11 11 2	
.....	1 8 0	177 2 5	97 0 5	80 14 0	174 14 5	2 4 0	.....	13 10 6	9 8 3	
.....	2 4 0	181 6 2	92 4 2	83 7 6	175 11 8	5 10 6	.....	12 14 4	8 14 4	
.....	.....	126 2 0	55 0 0	69 8 0	124 8 0	1 10 0	.....	5 9 7	4 3 2	
.....	.....	224 11 0	204 0 0	25 13 0	229 13 0	.....	5 2 0	3 5 10	2 14 4	
.....	.....	103 12 6	34 14 6	69 8 0	104 6 6	5 6 0	.....	8 0 6	6 10 2	
.....	.....	76 2 9	60 0 0	14 2 0	74 2 0	2 0 9	.....	1 15 2	1 12 2	
.....	.....	469 14 3	427 10 9	34 11 1	462 5 10	7 8 5	.....	4 9 6	4 6 5	
.....	.....	84 11 0	76 0 3	6 4 0	82 4 3	2 6 9	.....	3 11 2	3 11 2	
.....	.....	67 1 4	61 9 1	5 15 0	67 8 1	.....	0 6 9	4 6 7	3 13 5	
.....	0 8 0	67 14 9	60 0 0	6 11 0	66 11 0	1 3 9	.....	4 13 3	4 9 7	
.....	.....	72 0 2	55 6 8	19 10 9	75 1 5	.....	3 1 3	2 13 3	2 5 5	
.....	.....	66 8 8	57 11 2	9 11 2	67 6 4	.....	0 13 8	3 0 5	2 14 4	
.....	6 0 0	74 2 9	60 0 0	9 14 6	69 14 6	4 4 3	.....	4 7 2	4 1 1	
.....	5 0 0	64 7 10	55 0 7	10 10 6	65 11 1	.....	1 3 3	5 2 1	4 8 0	
.....	.....	68 11 10	55 9 7	13 12 0	69 5 7	.....	0 9 9	2 10 8	2 5 11	
.....	.....	69 5 3	48 0 0	15 12 6	63 12 6	.....	3 7 3	2 11 0	2 4 3	
.....	3 0 0	67 4 11	60 11 5	5 13 0	66 8 5	0 12 6	.....	5 10 11	5 7 0	
.....	5 0 0	93 10 1	76 15 10	14 6 0	91 5 10	2 4 3	.....	4 3 0	3 15 4	
.....	.....	71 0 9	60 0 0	5 7 6	65 7 6	5 9 3	.....	3 13 11	3 13 11	
.....	.....	52 7 6	48 0 0	2 13 0	50 13 0	1 10 6	.....	3 6 11	3 6 4	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzerathee.	Hindustanee.	Canarese.	Portuguese.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	10	11	12	13	14	15
														As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Murathee School	Lonee.....	1838	26	1	..	27	18·0	..	27	..	..	..	..	¼ to 1	83 2 6	..	..	.....	3 7 5
Ditto	Moorum	1838	38	2	..	40	22·3	..	40	..	..	..	..	do.	74 2 6	..	..	.....	6 1 9
Ditto	Ambee (Khurd).	1838	17	1	..	18	15·5	..	18	..	..	..	..	do.	57 15 11	..	..	.....	1 6 3
Ditto	Waleh	1840	76	4	..	80	52·5	..	80	..	..	..	..	do.	194 3 11*	..	..	.....	14 0 9
Ditto	Belsar	1840	60	3	..	63	42·3	..	63	..	..	..	..	do.	88 6 7	..	..	.....	4 15 9
Ditto	Heevra	1840	23	2	..	25	13·9	..	25	..	..	..	..	do.	60 4 6	..	..	.....	2 14 0
Ditto	Moregaom.....	1840	45	..	..	45	24·9	..	45	..	..	..	..	do.	90 15 6	..	..	.....	4 14 3
Ditto	Karhattee	1840	14	1	..	15	9·8	..	15	..	..	..	..	do.	42 5 2†	..	..	.....	0 14 3
Ditto	Parinchey	1851	65	..	..	65	30·0	..	65	..	..	..	..	do.	118 12 6	..	..	.....	8 11 6
Ditto	Wudgaom	1841	44	1	..	45	25·8	..	45	..	..	..	..	do.	56 15 0	..	..	.....	8 2 6
Ditto	Maligaom	1842	51	4	..	55	31·0	..	55	..	..	..	..	do.	107 7 2	..	..	.....	3 13 6
Ditto	Nimbut	1844	21	..	..	21	14·0	..	21	..	..	..	..	do.	55 1 4	..	..	.....	2 13 3
Ditto	Rajapoor	1846	18	..	..	18	12·5	..	18	..	..	..	..	do.	63 2 0	..	..	.....	1 12 0
Ditto	Woondowdi	1849	16	..	..	16	8·8	..	16	..	..	..	..	do.	62 13 0	..	..	.....	3 9 0
Ditto	Nhavee.....	1847	24	..	..	24	11·8	..	24	..	..	..	..	do.	57 12 0	..	..	.....	3 14 0
Ditto	Poore.....	1849	21	..	..	21	11·0	..	21	..	..	..	..	do.	75 2 0‡	..	..	.....	2 12 9
Ditto	Malsheeree	1849	20	..	..	20	11·8	..	20	..	..	..	..	do.	55 9 6	..	..	.....	2 8 3
Ditto	Kolehvecheer ...	1849	24	..	..	24	11·9	..	24	..	..	..	..	do.	50 8 0§	..	..	.....	3 4 3
Ditto	Kothool.....	1849	23	..	..	23	14·0	..	23	..	..	..	..	do.	57 12 0	..	..	.....	3 5 6
Hindustanee School ..	Supeh	1852	..	26	..	26	16·5	..	..	..	26	..	..	do.	64 1 0	..	..	60 0 0	1 11 3
Murathee School	Pimpree	1824	21	2	..	23	9·8	..	23	..	..	..	..	do.	51 7 0	..	..	.....	2 12 6
Ditto	Rakh	1853	13	1	..	14	5·7	..	14	..	..	..	..	do.	50 5 6	..	..	.....	0 8 6
Ditto	Maudkee	1853	17	1	..	18	11·7	..	18	..	..	..	..	do.	50 15 6	..	..	.....	2 0 9
Ditto	Dehwoolgaum ..	1853	13	..	..	13	10·4	..	13	..	..	..	..	do.	54 6 11	..	..	.....	2 4 9
Ditto	Pimpree	1855	19	..	..	19	8·6	..	19	..	..	..	..	do.	50 13 0	..	..	.....	0 4 0
Ditto	Bahoordee.....	1855	16	..	..	16	8·9	..	16	..	..	..	..	do.	63 2 0	..	..	.....	0 14 9
Ditto	Shingapoor	1855	32	..	..	32	15·3	..	32	..	..	..	..	do.	51 14 6	..	..	.....	5 6 0
Ditto Female School..	Sassoor	1855	43	2	..	45	24·0	..	45	..	..	..	..	do.	105 7 6	..	..	.....	1 0 0
Low Caste School	Ditto	1855	43	2	..	45	26·2	..	45	..	..	..	..	do.	58 6 0	..	..	.....	1 6 0
Murathee School.....	Dhunkowdee....	1856	15	..	..	15	12·6	..	15	..	..	..	..	do.	64 14 6	..	..	18 0 0	2 7 0
Ditto	Waghapoor	1856	35	..	..	35	13·6	..	35	..	..	..	..	do.	33 7 9	..	..	18 0 0	4 15 0
Ditto	Supeh (Khoord).	1856	19	..	..	19	14·5	..	19	..	..	..	..	do.	52 9 0	..	..	20 0 0	1 11 3
Ditto	Masdar.....	1851	20	..	..	20	12·7	..	20	..	..	..	..	do.	57 2 0	..	..	.....	0 12 0
Ditto	Korhalla	1851	29	..	..	29	22·3	..	29	..	..	..	..	do.	57 9 6	..	..	.....	5 12 9
Ditto	Julgaom	1854	18	6	..	19	11·4	..	19	..	..	..	..	do.	51 9 6‖	..	..	.....	2 13 6
Ditto Female School..	Supeh (Kusba)..	1856	15	2	..	17	7·0	..	17	..	..	..	..	do.	72 2 10	..	..	.....	.....
Murathee School	Pandeshwer	1857	19	..	..	19	10·5	..	19	..	..	..	..	do.	31 8 2	..	..	.....	0 5 0
Ditto	Bhongollee	1838	17	..	..	17	8·1	..	17	..	..	..	..	do.	55 1 2	..	..	.....	0 2 3
Ditto	Mahoor.....	1853	10	..	..	10	4·4	..	10	..	..	..	..	do.	49 2 10	..	..	.....	0 14 3

Receipts.			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	4 2 5	90 12 4	78 0 0	10 12 0	88 12 0	2 0 4	.....	4 15 5	4 9 11	
.....	.....	80 4 3	69 0 0	5 2 6	74 2 6	6 1 9	.....	3 5 1	3 5 1	
.....	.....	59 6 2	54 13 11	3 4 0	58 1 11	1 4 3	.....	3 11 11	3 11 2	
.....	.....	208 4 8	175 7 5	31 4 9	206 12 2	1 8 6	.....	3 14 10	3 11 0	* Rs. 1-9-1 saved from Master's pay.
.....	.....	93 6 4	76 4 7	16 14 0	93 2 7	0 3 9	.....	2 2 10	2 1 3	
.....	.....	63 2 6	57 0 0	7 10 6	64 10 6	.....	1 8 0	4 10 0	4 5 6	
.....	.....	95 13 9	84 0 0	7 15 6	91 15 6	3 14 3	.....	3 11 0	3 10 4	
.....	.....	43 3 5	39 3 2	3 2 0	42 5 2	0 14 3	.....	4 5 1	4 5 1	†Rs. 0-9-2 saved from Master's pay.
.....	.....	127 8 0	118 0 0	18 7 6	136 7 6	.....	8 15 6	4 8 9	3 15 4	
.....	.....	65 1 6	53 14 10	7 12 8	61 11 6	3 6 0	.....	2 6 2	2 3 2	
.....	.....	111 14 8	95 3 2	17 11 6	112 14 8	.....	1 10 0	3 10 3	3 7 5	
.....	.....	57 14 7	50 6 4	6 6 0	56 12 4	1 2 3	.....	4 0 10	3 14 10	
.....	.....	64 14 0	60 0 0	3 14 0	63 14 0	1 0 0	.....	5 1 7	5 0 9	
.....	.....	66 6 0	60 0 0	3 11 0	63 11 0	2 11 0	.....	7 3 9	7 2 2	
.....	.....	61 10 0	54 0 0	4 4 6	58 4 6	3 5 6	.....	4 14 10	4 14 3	
.....	.....	77 14 9	72 0 0	4 2 0	76 2 0	1 12 9	.....	6 14 8	6 13 3	‡ Rs. 0-3-7 saved from Master's pay.
.....	.....	58 1 9	52 10 0	4 3 6	56 13 6	1 4 3	.....	4 13 0	4 11 2	
.....	.....	53 12 3	48 0 0	2 8 0	50 8 0	3 4 3	.....	4 3 10	4 3 10	§ Rs. 3-13-8 saved from Master's pay.
.....	.....	61 1 6	54 0 0	3 12 0	57 12 0	3 5 6	.....	4 2 0	4 2 0	
.....	.....	125 12 3	120 0 0	4 7 0	124 7 0	1 5 3	.....	7 8 7	3 14 0	
.....	.....	54 3 6	48 0 0	3 7 0	51 7 0	2 12 6	.....	5 3 11	5 3 2	
.....	.....	50 14 0	48 0 0	5 10 3	53 10 3	.....	2 12 3	9 6 6	8 13 3	
.....	.....	53 0 3	48 0 0	5 15 0	53 15 0	.....	0 14 9	4 9 9	4 5 8	
.....	.....	56 11 8	51 12 5	2 13 6	54 9 11	2 1 9	.....	5 4 0	5 4 0	
.....	.....	51 1 0	48 0 0	2 13 0	50 13 0	0 4 0	.....	5 14 4	5 14 4	
.....	.....	64 0 9	60 0 0	3 2 0	63 2 0	0 14 9	.....	7 0 0	7 0 0	
.....	.....	57 4 6	48 0 0	8 6 6	56 6 6	0 14 0	.....	3 10 10	3 5 9	
.....	4 0 0	110 7 6	48 0 0	61 7 6	109 7 6	1 0 0	.....	4 9 0	4 6 3	
.....	2 0 0	61 12 0	48 0 0	12 6 0	60 6 0	1 6 0	.....	2 4 9	2 3 2	
.....	.....	85 5 6	48 0 0	34 14 6	82 14 6	2 7 0	.....	6 8 0	5 2 5	
.....	.....	56 6 9	46 15 3	4 8 6	51 7 9	4 15 0	.....	2 2 10	1 6 6	
.....	5 0 0	79 4 3	40 0 0	37 9 0	77 9 0	1 11 3	.....	5 4 9	3 9 11	
.....	.....	57 14 0	54 0 0	4 10 0	58 10 0	.....	0 12 0	4 9 9	4 7 11	
.....	5 0 0	68 6 3	54 0 0	13 13 0	67 13 0	0 9 3	.....	3 0 7	2 8 9	
.....	.....	54 7 0	48 0 0	5 12 6	53 12 6	0 10 6	.....	4 11 4	4 8 3	‖ Rs. 0-4-7 saved from Master's pay.
.....	.....	72 2 10	23 4 10	48 14 0	72 2 10	.....	.....	10 4 11	10 4 11	
.....	5 0 0	96 13 2	6 6 2	30 2 0	36 8 2	0 5 0	.....	3 7 6	3 0 0	
.....	.....	55 3 5	52 9 2	3 10 0	56 3 2	.....	0 15 9	6 15 0	6 14 0	Closed on the 21st March 1857.
.....	.....	50 1 1	47 9 10	1 9 0	49 2 10	0 14 3	.....	11 2 8	11 2 9	Closed on the 19th March 1857.

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzerathee.	Hindustanee.	Canarese.	Portuguese.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	10	11	12	13	14	15
														As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Murathee School	Waguz	1852	23	3	..	26	10·7	..	26	..	..	..	..	¼ to 1	36 15 1	..	..	.....	0 5 6
Ditto	Kuliad	1836	21	..	..	21	11·7	..	21	..	..	..	..	do.	37 3 6	..	..	.....	1 4 3
Ditto	Sattara No. 1 ..	1828	108	3	..	111	102·3	..	111	..	..	..	..	1 to 4	515 15 0*	..	..	.....	62 10 0
Ditto	Ditto No. 2 ..	1853	155	13	..	168	118·5	..	168	..	..	..	..	do.	297 0 2	..	..	.....	69 4 0
Ditto	Wayee	1853	143	..	..	143	117·0	15	143	..	..	..	..	1, 2, & 4	576 15 2†	..	..	.....	62 2 9
Ditto	Pundhurpoor ..	1853	136	..	..	140	95·3	10	140	..	..	..	..	do.	570 6 0‡	..	..	.....	47 5 2
Ditto	Kurrar	1854	119	4	..	123	103·4	19	123	..	..	..	..	1, 1¼, 2, and 4	570 12 0	..	..	.....	139 2 0
Ditto	Menowlee	1854	21	..	..	21	17·3	..	21	..	..	..	..	„	53 10 0	..	..	48 0 0	.....
Ditto	Limb	1854	39	..	..	39	37·9	..	39	..	..	..	..	„	97 3 0	..	..	84 0 0	.....
Ditto	Battrisheerala ..	1854	62	..	..	62	51·3	..	62	..	..	..	..	„	133 7 0	..	..	120 0 0	.....
Ditto	Maholee	1854	52	..	..	52	29·9	..	52	..	..	..	..	„	64 11 0	..	..	60 0 0	.....
Ditto	Wattar	1854	25	..	..	25	16·0	..	25	..	..	..	..	„	63 2 0	..	..	60 0 0	.....
Ditto	Kodegaom	1854	67	3	..	70	52·0	..	70	..	..	..	..	„	59 11 6	..	..	60 0 0	.....
Ditto	Vithey	1854	76	1	..	77	60·4	2	77	..	..	..	..	„	109 13 0	..	..	96 0 0	.....
Ditto	Wagholee	1854	46	..	..	46	33·8	..	46	..	..	..	..	„	67 8 0	..	..	60 0 0	.....
Ditto	Astay	1855	119	2	..	221	104·9	..	121	..	..	..	..	„	142 3 0	..	..	143 9 7	.....
Ditto	Bowdhan	1855	48	3	..	51	46·7	..	51	..	..	..	..	„	103 12 0	..	..	90 0 0	.....
Ditto	Vishlampoor	1855	110	5	..	115	88·8	..	115	..	..	..	..	„	131 13 0	..	..	144 0 0	.....
Ditto	Oomruz	1855	45	1	..	46	38·9	..	46	..	..	..	..	„	67 5 6	..	..	60 0 0	.....
Ditto	Kassygaom	1855	48	..	..	48	31·6	..	48	..	..	..	..	„	127 13 0	..	..	120 0 0	.....
Ditto	Mussoor	1855	89	1	..	90	70·8	4	180	..	..	..	..	„	165 3 0	..	..	144 0 0	.....
Ditto	Kaley	1855	36	..	..	36	30·3	4	36	..	..	..	..	„	69 9 0	..	..	109 8 0	2 14 0
Ditto	Dhawudshee	1856	32	..	..	32	31·9	..	32	..	..	..	..	1	71 14 0	..	..	60 0 0	.....
Ditto	Patum	1856	76	2	..	78	74·5	4	78	..	..	..	..	„	209 2 0	..	..	186 0 0	.....
Ditto	Pimpodee Boodrook.	1856	41	..	..	41	33·7	..	41	..	..	..	..	„	68 12 0	..	..	60 0 0	.....
Ditto	Chaphul	1856	49	..	..	49	36·1	..	49	..	..	..	..	„	97 7 0	..	..	84 0 0	.....
Ditto	Ryhimutpoor ..	1856	79	1	..	80	64·8	..	80	..	..	..	..	„	139 6 0	..	..	120 0 0	.....
Ditto	Medhay	1855	34	..	..	34	31·1	..	34	..	..	..	..	„	70 14 0	..	..	60 0 0	.....
Ditto	Chimangaom ..	1856	42	2	..	44	38·2	..	44	..	..	..	..	„	139 14 4	..	..	55 12 10	.....
Ditto	Tambeh	1856	38	..	..	38	27·0	..	38	..	..	..	..	„	211 14 0	..	..	128 0 0	.....
Ditto	Pusarnee	1856	22	..	..	22	18·8	..	22	..	..	..	..	„	148 10 1	..	..	68 2 1	.....
Ditto	Turudgaom	1856	39	1	..	40	23·7	..	40	..	..	..	..	1	169 1 5	..	..	95 7 3	0 15 0
Hindustanee School ..	Phultan	1856	..	..	..	15	15·3	..	..	..	..	15	..	1	55 3 7	..	..	57 13 11	0 7 0
Murathee School	Belowdee	1856	30	..	..	30	29·6	..	30	..	..	..	..	1	113 2 0	..	..	42 0 0	7 13 0
Ditto	Mahableshwur ..	1856	49	13	..	62	68·2	..	62	..	..	..	..	1 to 4	119 13 0	..	..	60 0 0	24 0 0
Ditto	Sholapoor	1827	120	3	..	123	127·8	..	123	..	..	..	..	1	462 6 6	..	..	.....	43 8 0

Receipts.			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	37 4 7	35 3 7	1 11 6	36 15 1	0 5 6	.....	3 7 3	3 7 3	Closed on the 20th January 1857.
.....	.....	38 7 9	33 15 0	4 12 6	38 11 6	.....	0 3 9	3 4 9	3 2 10	Do. on the 16th January 1857.
.....	.....	578 9 0	402 0 0	78 2 0	540 2 0	38 7 0	.....	5 3 2	5 0 7	* Rs. 1-4-2 deducted from Assistan Master's pay, on account of leave of absence.
.....	.....	366 4 2	287 5 8	59 10 6	347 0 2	19 4 0	.....	2 14 4	2 8 0	
.....	25 0 0	664 1 11	548 12 9	105 12 8	654 9 5	9 8 6	.....	5 9 5	4 14 10	† Rs. 5-0-6 saved from Asst. Master's salary.
.....	.....	617 11 2	564 0 0	37 6 1	601 6 1	16 5 1	.....	6 4 10	5 14 4	‡ Rs. 1 deducted from the Master's pay.
.....	207 5 0	917 3 0	627 4 6	307 1 0	934 5 6	.....	17 2 6	9 0 6	5 8 0	
.....	.....	101 10 0	96 0 0	5 10 0	101 10 0	.....	.....	5 12 9	3 0 0	
.....	.....	181 3 0	168 0 0	13 3 0	181 3 0	.....	.....	4 12 5	2 8 11	
.....	94 8 0	347 15 0	240 0 0	107 15 0	347 15 0	.....	.....	6 12 2	2 8 0	
.....	.....	124 11 0	120 0 0	4 11 0	124 11 0	.....	.....	4 2 8	2 1 7	
.....	.....	123 2 0	120 0 0	3 2 0	123 2 0	.....	.....	7 11 2	3 15 1	
.....	.....	129 11 6	107 0 0	11 11 6	118 11 6	1 0	.....	2 3 11	1 2 0	
.....	311 6 3	517 3 3	192 0 0	325 3 3	517 3 3	.....	.....	7 12 3	1 9 7	
.....	.....	127 8 0	120 0 0	7 8 0	127 8 0	.....	.....	3 4 5	1 15 10	
.....	.....	1,085 12 7	263 0 7	822 3 0	10,855 12	.....	.....	10 5 7	1 4 9	
.....	.....	193 12 0	180 0 0	13 12 0	193 12 0	.....	.....	4 2 4	2 3 2	
.....	300 0 0	605 13 0	288 0 0	317 13 0	605 13 0	.....	.....	6 13 0	1 12 9	
.....	20 6 0	147 11 6	120 0 0	27 11 6	147 11 6	.....	.....	3 12 7	1 11 8	
.....	11 9 6	259 6 6	240 0 0	19 6 6	259 6 6	.....	.....	8 3 4	4 0 0	
.....	39 3 8	348 6 8	288 0 0	60 6 8	348 6 8	.....	.....	4 14 8	2 5 3	
.....	.....	181 15 0	169 8 0	9 9 0	179 1 0	2 14 0	.....	5 14 6	2 3 2	
.....	.....	131 14 0	120 0 0	11 14 0	131 14 0	.....	.....	4 2 0	2 3 2	
.....	6 0 0	401 2 0	372 0 0	29 2 0	401 2 0	.....	.....	5 6 7	2 12 10	
.....	.....	128 12 0	120 0 0	8 12 0	128 12 0	.....	.....	3 12 9	2 0 7	
.....	3 12 0	185 3 0	168 0 0	17 3 0	185 3 0	.....	.....	5 1 7	2 9 7	
.....	1 0 0	260 6 0	240 0 0	20 6 0	260 6 0	.....	.....	4 0 3	2 1 7	
.....	.....	130 14 6	120 0 0	10 14 0	130 14 0	.....	.....	4 3 3	2 3 2	
.....	11 4 0	206 15 2	111 9 8	95 5 6	206 15 2	.....	.....	5 5 9	3 9 7	
.....	20 0 0	359 14 0	256 0 0	103 14 0	359 14 0	.....	.....	13 5 2	7 13 8	
.....	.....	216 12 2	136 4 2	80 8 0	216 12 2	.....	.....	11 8 3	7 11 6	
.....	.....	265 7 8	182 3 8	82 5 0	264 8 8	0 15 0	.....	11 2 6	7 2 0	
.....	.....	113 8 6	106 1 6	7 0 0	113 1 6	0 7 0	.....	8 8 0	4 1 7	
.....	7 8 0	170 7 0	77 0 0	85 10 0	162 10 0	7 13 0	.....	5 7 1	3 12 9	
.....	39 3 0	243 0 0	140 0 0	103 0 0	243 0 0	.....	.....	3 8 11	1 11 2	
.....	.....	505 14 6	442 8 0	27 6 6	469 14 6	36 0 0	.....	3 9 7	3 0 0	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fees.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Mahratee.	Guzeratee.	Hindustanee.	Canarese.	Portuguese.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	10	11	12	13	14	15
														As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Murathee School.....	Barshee	1839	90	1	..	91	73·5	..	91	..	..	..	..	1	288 0 6	..	..	.....	38 3 0
Ditto	Madhay	1836	65	2	..	67	71·5	..	67	..	..	..	..	1	224 4 6	..	..	.....	49 6 0
Ditto	Mohol	1836	60	..	..	60	52·3	..	60	..	..	..	..	1	186 11 6	..	..	.....	48 0 0
Ditto	Kurmalleh.....	1846	85	4	..	89	81·2	..	89	..	..	..	..	1	204 14 6	..	..	.....	50 6 0
Ditto	Vyrag.....	1849	27	..	..	27	25·7	..	27	..	..	..	..	1	*159 4 6	..	..	.....	7 14 0
Ditto	Pangaom	1855	44	..	..	44	28·8	..	44	..	..	..	..	1	164 13 6	..	..	60 0 0	1 10 0
Ditto	Lawool	1855	36	20	..	56	24·0	..	56	..	..	..	..	1	69 9 6	..	..	60 0 0	5 0 0
Ditto	Pangray.....	1855	19	2	..	21	20·3	..	21	..	..	..	..	1	63 2 0	..	..	62 0 0	12 6 0
Ditto	Mandroop	1856	40	2	..	42	45·0	..	42	..	..	..	..	1	182 6 6	..	..	91 15 0	21 1 6
Ditto	Hooblee.....	1826	106	5	..	111	98·0	..	111	..	..	..	..	1	359 9 6	..	..	.....	87 4 0
Ditto	Dharwar	1826	177	2	..	179	168	6	179	..	..	..	..	1	480 14 6	..	..	.....	139 5 0
Canarese School.....	Dharwar	1835	121	9	..	130	130	..	130	..	..	130	..	1	202 2 0	..	..	.....	98 3 0
Ditto	Hoobles	1835	61	11	..	72	74·0	..	72	..	..	72	..	1	173 15 0	..	..	.....	65 10 0
Ditto	Rasebednoor....	1838	68	12	..	80	67·0	..	80	..	..	80	..	1	228 12 0	..	..	.....	70 9 0
Ditto	Hangal	1844	43	4	..	47	37·0	..	47	..	..	47	..	1	189 3 0	..	..	.....	38 7 0
Ditto	Nowlgoond	1844	77	6	..	83	92·0	..	83	..	..	83	..	1	265 0 6	..	..	.....	87 15 0
Ditto	Misreekota	1846	30	3	..	33	41·0	..	33	..	..	33	..	1	159 8 6	..	..	.....	33 13 0
Ditto	Moorab	1846	38	7	..	45	46·0	..	45	..	..	45	..	1	158 12 0	..	..	.....	34 [illegible] 0
Ditto	Bunkapoor	1848	16	1	..	17	46·0	..	17	..	..	17	..	1	153 0 0	..	..	.....	39 [illegible] 0
Ditto	Kulghutkee	1848	49	6	..	55	42·0	..	55	..	..	55	..	1	169 7 6	..	..	.....	39 3 0
Ditto	Seegaum	1855	86	6	..	92	91	..	92	..	..	92	..	1	137 5 6	..	..	120 0 0	81 10 0
Ditto	Ruttechallee	1856	49	3	..	52	48	..	52	..	..	52	..	1	87 3 0	..	..	81 0 0	32 15 0
Ditto	Turrus	1856	40	1	..	41	32	..	41	..	..	41	..	1	61 15 3	..	..	52 10 3	20 13 0
Ditto	Hawehree	1856	28	7	..	35	41	..	35	..	..	35	..	1	50 0 0	..	..	66 0 0	27 1 0
Ditto	Beeadgee.....	1856	38	..	..	38	38	..	38	..	..	38	..	1	54 13 0	..	..	44 0 0	25 2 0
Ditto	Guduk	1856	50	7	..	57	49	..	57	..	..	57	..	1	70 6 6	..	..	63 9 6	30 8 0
Ditto	Kaguelle	1856	14	..	..	14	18	..	14	..	..	14	..	1	55 8 0	..	..	66 0 0	11 2 0
Ditto	Ballagunnoor ..	1856	8	..	..	8	15	..	8	..	..	8	..	1	28 0 0	..	..	35 0 0	8 1 0
Murathee School	Belgaum	1850	151	2	..	153	206	..	153	..	..	..	..	1	632 8 6	..	..	.....	165 6 0
Canarese School	Sumoduttee	1838	158	8	..	166	142	..	166	..	..	166	..	1	147 3 0	..	..	31 4 0	123 11 0
Ditto	Belgaum	1838	85	4	..	89	117	..	89	..	..	89	..	1	302 14 0	..	..	.....	101 8 0
Ditto	Sunjgaum	1838	53	2	..	55	61	..	55	..	..	55	..	1	194 14 0	..	..	.....	45 8 0
Ditto	Bylhongal	1838	51	1	..	52	63	..	52	..	..	52	..	1	229 1 6	..	..	.....	51 3 0
Ditto	Beeree	1838	99	2	..	101	104	..	101	..	..	101	..	1	173 4 6	..	..	.....	82 15 0
Murathee School	Gokak	1840	48	2	..	50	49	..	50	..	..	..	..	1	176 0 6	..	..	130 8 0	48 4 0
Ditto	Sadalga	1841	92	2	..	94	95	..	94	..	..	..	..	1	193 2 6	..	..	.....	70 4 0
Ditto	Khanapoor	1843	64	..	..	64	56	..	64	..	..	64	..	1	162 3 0	..	..	.....	51 12 0
Canarese School.....	Eetgee	1844	32	..	..	32	37	..	32	..	..	32	..	1	144 9 0	..	..	.....	31 10 0

Receipts			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	326 3 6	270 0 0	39 7 6	309 7 6	16 12 0	.....	4 3 4	3 14 4	
.....	.....	273 10 6	210 0 0	14 4 6	224 4 6	49 6 0	.....	3 2 0	3 1 7	
.....	.....	234 11 6	174 0 0	23 1 6	197 1 6	37 10 0	.....	3 12 3	3 9 1	
.....	.....	255 4 6	208 0 0	54 14 6	262 14 6	.....	7 10 0	3 3 9	2 8 0	
.....	.....	167 2 6	150 0 0	9 10 6	159 10 6	7 8 0	.....	6 3 2	6 1 7	* Rs. 8-3-6 deducted from the Master's pay.
.....	.....	126 7 6	120 0 0	4 14 6	124 14 6	1 9 0	.....	4 4 7	2 3 2	† Rs. 1-15-0 Ditto.
.....	.....	134 9 6	120 0 0	9 9 6	129 9 6	5 0 0	.....	5 6 3	2 14 4	
.....	.....	137 8 0	122 0 0	3 2 0	125 2 0	12 6 0	.....	6 2 6	3 1 7	
.....	5 0 0	300 7 0	183 14 0	96 0 6	279 14 6	20 8 6	.....	6 3 6	4 0 10	
.....	.....	446 13 6	330 0 0	40 4 8	370 4 8	75 8 10	.....	3 12 5	3 1 9	
550 8 0	.....	1179 11 6	450 0 0	53 0 0	503 0 0	676 11 6	.....	2 15 10	2 14 8	
.....	.....	300 5 0	174 0 0	41 5 5	215 5 5	84 15 7	.....	1 10 5	1 8 2	
.....	1200 0 0	1439 9 0	150 0 0	1239 5 4	1389 5 4	53 3 8	.....	18 12 4	2 5 7	
.....	.....	299 5 0	210 0 0	90 4 0	61 1 0	238 4 0	.....	3 8 10	3 6 8	
.....	.....	247 10 0	174 0 0	25 2 3	199 2 3	48 7 9	.....	5 1 9	5 1 10	
.....	.....	352 15 6	240 0 0	36 12 0	276 12 0	76 3 6	.....	3 5 4	2 14 1	
.....	.....	195 5 6	150 0 0	9 14 9	159 14 9	35 6 9	.....	3 14 4	3 14 3	
.....	125 0 0	318 11 0	150 0 0	134 2 4	284 2 4	33 8 8	.....	6 2 10	3 7 3	
.....	.....	192 2 0	150 0 0	16 0 6	166 0 6	26 1 6	.....	3 2 5	3 5 3	
.....	.....	199 10 6	150 0 0	10 7 6	160 7 6	39 3 0	.....	3 13 1	3 13 2	
.....	.....	338 15 6	240 0 0	18 11 10	258 11 10	79 3 8	.....	2 12 6	1 6 11	
.....	.....	291 2 0	135 0 0	33 7 9	168 7 9	122 10 3	.....	3 8 1	1 13 1	
.....	.....	135 6 6	81 4 6	33 5 0	114 9 6	20 13 0	.....	3 9 3	1 15 0	
.....	.....	143 1 0	100 0 0	16 0 9	116 0 9	27 0 3	.....	2 13 3	1 3 6	
.....	.....	123 15 0	64 0 0	34 14 5	98 14 5	24 0 7	.....	2 9 7	1 7 1	
.....	.....	564 8 0	95 3 0	438 13 0	534 0 0	30 8 0	.....	10 14 4	1 7 0	
.....	.....	132 10 0	111 0 0	10 8 0	121 8 0	11 2 0	.....	6 12 0	3 1 4	
.....	.....	71 1 0	56 0 0	7 0 0	63 0 0	8 1 0	.....	4 3 10	1 13 10	
342 11 6	.....	1299 10 0	642 0 0	70 1 6	712 1 6	587 9 6	.....	3 7 3	3 5 9	
.....	.....	302 2 0	150 0 0	58 12 4	208 12 4	93 9 8	.....	1 7 6	1 0 7	
.....	.....	464 6 0	330 0 0	56 2 0	386 2 0	78 4 0	.....	3 4 9	3 1 7	
.....	.....	240 6 0	180 0 0	15 4 9	195 4 9	44 1 3	.....	3 3 2	3 3 1	
.....	.....	280 4 6	210 0 0	29 9 6	239 9 6	40 11 0	.....	3 12 10	3 10 2	
.....	.....	256 3 6	157 8 0	26 1 9	183 9 9	72 9 9	.....	1 12 3	1 10 7	
.....	.....	354 12 6	268 8 0	48 4 9	316 12 9	37 15 9	.....	6 7 5	3 9 6	
.....	.....	263 6 6	172 8 0	21 0 0	193 8 0	69 14 5	.....	2 5 0	2 0 6	
.....	.....	213 15 0	150 0 0	22 5 0	172 5 0	41 10 0	.....	3 1 2	2 14 4	
.....	.....	176 3 0	138 0 0	6 9 0	144 9 0	31 10 0	.....	3 14 6	3 14 6	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzerathee.	Hindustanee.	Canarese.	Portuguese.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	10	11	12	13	14	15
														As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Canarese School.....	Jambotee	1849	43	1	..	44	38	..	44	..	..	44	..	1	155 5 0	..	..	.....	28 4 0
Ditto	Hookeree	1854	60	4	..	64	69	..	64	..	..	64	..	1	132 15 6	..	..	.....	57 12 0
Murathee School	Chickoree	1855	76	2	..	78	68	4	78	..	..	78	..	1	173 5 0	..	..	120 0 0	51 15 0
Ditto	Angool	1856	27	..	..	27	22	..	27	..	..	..	..	1	66 10 0	..	..	150 0 0	19 8 0
Canarese School.....	Bagulkote	1856	96	2	..	98	1[illegible]	..	98	..	..	98	..	1	233 14 0	..	..	226 4 0	77 13 0
Ditto	Gokak	1856	31	..	..	31	31	..	31	..	..	31	..	1	58 2 0	..	..	69 0 0	22 8 0
Murathee School	Neepanee	1856	59	4	..	63	84	..	63	..	..	63	..	1	135 0 0	..	..	153 0 0	54 3 0
Canarese School	Hoongoonda	1856	52	4	..	56	74	..	56	..	..	56	..	1	112 8 0	..	..	130 8 0	43 3 0
Ditto	Moorgor.....	1856	84	2	..	86	75	..	86	..	..	86	..	1	131 15 6	..	..	130 8 0	50 5 0
Ditto	Belowdee	1856	5	1	..	6	22	..	6	..	..	6	..	1	60 1 3	..	..	52 10 3	15 11 0
Ditto	Badamee	1856	68	2	..	70	55	..	70	..	..	70	..	1	67 1 0	..	..	64 0 0	30 1 0
Ditto	Hutnee	1856	74	..	..	75	74	..	75	..	..	75	..	1	66 4 0	..	..	76 0 0	42 10 0
Ditto	Anuntpoor.....	1848	49	8	..	57	73	..	57	..	..	57	..	1	59 1 0	..	..	52 0 0	42 11 0
Ditto	Kosteepeth Purvuttee	1856	39	1	..	40	54	..	40	..	..	40	..	1	39 3 0	..	..	44 0 0	24 2 0
Ditto	Padshapoor	1856	39	3	..	42	41												
Murathee School	Tasgaom.	1856	91	..	..	91	88	..	42	..	..	42	..	1	58 14 0	..	..	56 0 0	26 5 0
Ditto	Sunkeshwer	1856	76	1	..	77	92	..	91	..	..	..	..	1	70 0 0	..	..	84 0 0	42 7 0
Canarese School.....	Kittoor	1856	32	1	..	33	35	..	77	..	..	..	..	1	70 0 0	..	..	84 0 0	31 7 0
Ditto	Yardwar.....	1856	61	1	..	62	62	..	33	..	..	33	..	1	28 4 1	..	..	36 4 1	18 7 0
Ditto	Wanepeth Purvuttee	1856	40	2	..	42	31	..	62	..	..	62	..	1	17 12 10	..	..	23 12 10	20 [illegible] 0
Ditto	Beelgee	1856	45	1	..	46	46	..	42	..	..	42	..	1	17 12 10	..	..	23 12 10	10 [illegible] 0
Murathee School	Heerpurgeh.....	1840	40	..	..	40	41	..	46	..	..	46	..	1	21 9 9	..	..	27 9 9	13 [illegible] 0
Ditto	Almileh	1846	35	4	..	39	33	..	40	..	..	..	..	1	159 11 6	..	..	.....	33 [illegible] 0
Ditto	Shindhgee	1846	25	1	..	26	25	..	39	..	..	..	..	1	159 14 0	..	..	.....	20 [illegible] 0
Ditto	Churchan	1846	33	1	..	34	25	..	26	..	..	..	..	1	156 14 6	..	..	.....	17 14 0
Ditto	Moodebehal	1846	25	1	..	26	23	..	34	..	..	..	..	1	183 14 0	..	..	.....	22 2 0
Ditto	Mungolee	1847	39	1	..	40	39	..	26	..	..	..	..	1	157 3 6	..	..	.....	14 2 0
Ditto	Bagehwaree	1848	39	3	..	42	34	..	40	..	..	..	..	1	159 11 6	..	..	.....	23 9 0
Ditto	Indee	1849	21	3	..	24	23	..	42	..	..	..	..	1	134 10 0	..	..	.....	24 7 0
Ditto	Beejapoor	1853	65	3	..	68	73	..	24	..	..	..	..	1	157 6 0	..	..	.....	20 0 6
Ditto	Talikote	1855	41	..	..	41	41	8	68	..	..	..	..	1, 2, & 4	405 15 0	..	..	.....	81 14 0
Canarese School	Toombgee	1856	26	..	..	26	17	..	41	..	..	..	..	1	132 8 6	..	..	.....	29 3 0
Guzerat Division.								..	26	..	..	26	..	1	45 0 0	..	..	120 0 0	11 6 0
Superior Vernacular School, No. 1.	Ahmedabad	1826	291	1	..	292	185·42	..	..	292	..	..	..	1	621 4 5	..	..	58 8 0	
Inferior, No. 2.....	Ditto	1826	105	3	..	108	52·12											.....	204 15 0
Ditto, No. 3.....	Ditto	1848	83	2	3	88	70·75	..	..	108	..	..	..	1	229 14 4	..	..	.....	58 12 0
Superior, No. 4.....	Ditto	1849	188	..	2	190	124·33	..	..	88	..	..	..	1	277 13 3	..	..	48 0 0	71 10 0
								..	..	190	..	..	..	1	416 0 7	..	..	48 0 0	133 4 0

Receipts.			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	183 9 0	150 0 0	5 5 0	155 5 0	28 4 0	.....	4 1 4	4 1 4	
.....	.....	319 11 6	240 0 0	13 13 0	253 13 0	56 14 6	.....	3 10 10	1 14 10	
.....	.....	375 4 0	300 0 0	37 2 9	337 2 9	38 1 3	.....	4 15 4	2 8 9	
.....	.....	141 2 0	110 0 0	11 10 0	121 10 0	19 8 0	.....	5 8 5	3 0 5	
.....	206 4 0	744 3 0	412 8 0	256 0 0	668 8 0	75 11 0	.....	6 10 11	2 5 5	
.....	.....	149 10 0	111 0 0	16 3 2	127 3 2	22 6 10	.....	4 1 7	1 14 0	
.....	.....	342 3 0	270 0 0	18 0 0	288 0 0	54 3 0	.....	3 6 10	1 9 8	
.....	.....	286 3 0	225 0 0	18 0 0	243 0 0	43 3 0	.....	3 4 6	1 8 4	
.....	52 0 0	364 12 0	225 0 0	89 7 0	314 7 0	50 5 0	.....	4 3 0	1 11 11	
.....	.....	128 6 6	81 4 6	31 9 6	112 14 0	15 8 6	.....	5 2 1	2 11 8	
.....	.....	161 2 0	96 0 0	35 3 0	131 3 0	29 15 0	.....	2 6 1	1 3 6	
.....	.....	184 14 0	120 0 0	22 4 0	142 4 0	42 10 0	.....	1 14 9	0 14 4	
.....	325 0 0	478 12 0	89 0 0	356 2 6	436 2 6	42 9 6	.....	5 15 7	0 12 11	
.....	.....	107 5 0	64 0 0	19 3 0	83 3 0	24 2 0	.....	1 10 1	0 12 4	
.....	50 0 0	191 3 0	80 0 0	84 14 0	164 14 0	26 5 0	.....	4 0 4	1 7 0	
.....	709 0 0	896 7 0	140 0 0	714 0 0	854 0 0	42 7 0	.....	9 11 3	0 12 9	
.....	.....	185 7 0	140 0 0	14 0 0	154 0 0	31 7 0	.....	2 15 4	1 5 6	
.....	.....	75 15 2	56 8 2	8 0 0	64 8 2	11 7 0	.....	1 13 5	0 12 11	
.....	30 0 0	91 15 8	35 9 8	6 0 0	71 9 8	20 6 0	.....	1 2 5	0 4 7	
.....	.....	51 14 8	35 9 8	36 0 0	41 9 8	10 5 0	.....	1 5 5	0 9 2	
.....	200 0 0	262 12 6	43 3 6	206 0 0	249 3 6	13 9 0	.....	5 6 9	0 7 6	
.....	146 0 0	329 10 6	150 0 0	157 1 6	307 1 6	22 9 0				
.....	50 0 0	230 6 0	150 0 0	60 0 3	210 0 3	20 5 9	.....	7 10 10	3 14 4	
.....	.....	174 12 6	150 0 0	7 4 11	157 4 11	17 7 7	.....	8 6 4	6 6 4	
.....	.....	206 0 0	174 0 0	9 14 0	183 14 0	22 2 0	.....	6 4 8	6 4 5	
.....	.....	171 5 6	150 0 0	7 3 6	157 3 6	14 2 0	.....	7 5 8	7 5 8	
.....	125 0 0	308 4 6	150 0 0	134 11 6	284 11 6	23 9 0	.....	6 13 4	6 13 4	
.....	110 0 0	269 1 0	120 0 0	118 10 0	244 10 0	24 7 0	.....	8 2 1	4 9 2	
.....	.....	177 6 0	150 0 0	7 6 0	157 6 0	20 0 0	.....	7 3 1	3 15 4	
.....	.....	487 13 0	390 0 0	25 15 0	415 15 0	71 14 0	.....	6 13 5	6 13 6	
.....	.....	281 11 6	240 0 0	13 10 0	253 10 0	28 1 6	.....	5 11 1	5 9 0	
.....	.....	114 14 0	90 0 0	13 8 0	103 8 0	11 6 0	.....	6 2 11	3 3 9	
								6 1 4	2 10 4	
.....	.....	826 3 5	562 5 2	296 11 9	859 0 11	.....	32 13 6	4 10 1	3 5 7	
.....	.....	279 10 4	263 8 0	57 7 11	260 15 11	18 10 5	.....	5 0 0	4 3 9	
.....	.....	397 7 3	274 11 10	234 11 11	509 7 9	.....	112 0 6	7 3 2	3 14 10	
.....	140 0 0	737 4 7	391 15 4	199 8 6	591 7 10	145 12 9	.....	4 12 1	3 5 6	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Mahratee.	Guzerathee.	Hindustanee.	Canarese.	Portuguese.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	10	11	12	13	14	15
														As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Inferior Vernacular School.	Surkhej	1856	23	1	..	24	36·42	..	..	24	..	..	..	1	158 4 1	..	..	160 12 2	37 0 0
Ditto	Butwa	1856	36	..	..	36	20·83	..	..	36	..	..	..	1	156 13 0	..	..	400 0 0	20 4 0
Ditto	Naroda	1856	45	..	..	45	35·83	..	..	45	..	..	..	1	158 3 10	..	..	143 8 9	34 2 0
Superior do.	Jeytalpoor.....	1856	90	2	..	92	63·33	..	..	92	..	..	..	1	167 11 5	..	..	163 0 0	58 13 0
Inferior do.	Bareja	1856	35	1	..	36	86·42	..	..	36	..	..	..	1	192 7 9	..	..	204 6 9	75 14 0
Ditto	Muheej	1857	..	..	..	..	....	..	..	..	..	..	..	1	28 3 3	..	..	3 7 9	.....
Superior do.	Dholka	1827	105	3	..	108	72·5	..	..	108	..	..	..	1	173 0 10	..	..	.....	75 2 0
Inferior do.	Kella Wasua....	1856	44	..	..	44	22·8	..	..	44	..	..	..	1	126 15 11	..	..	128 0 0	21 8 0
Ditto	Santhal	1856	10	..	..	10	6·27	..	..	10	..	..	..	1	115 14 7	..	..	127 10 7	8 4 0
Ditto	Amleala	1856	26	..	..	26	22·27	..	..	26	..	..	..	1	110 15 2	..	..	117 5 6	18 8 0
Ditto	Ambareli	1857	10	..	..	10	9	..	..	10	..	..	..	1	45 7 3	..	..	18 0 0	0 10 0
Ditto	Detroj	1856	75	2	..	77	59·54	..	..	77	..	..	..	1	133 15 7	..	..	114 0 0	48 9 0
Ditto	Mandal	1856	29	4	..	33	43	..	..	33	..	..	..	1	159 6 1	..	..	157 8 0	39 0 0
Ditto	Rampoor	1857	..	..	..	..	....	..	..	..	..	..	..	1	27 3 3	..	..	2 1 7	.....
Superior do.	Purantej.....	1856	118	7	..	125	89·83	..	..	125	..	..	..	1	212 3 6	..	..	269 14 9	91 1 0
Ditto	Dhundooka	1830	99	..	..	99	85·17	..	..	99	..	..	..	1	203 11 5	..	..	.....	75 1 0
Inferior do.	Dholiera	1847	77	4	..	81	33	..	..	81	..	..	..	1	139 3 3	..	..	18 0 0	39 4 0
Ditto	Botad.....	1857	..	..	..	..	....	..	..	..	..	..	..	1	.....	..	..	.....	.....
Superior do.	Gogo	1857	32	2	..	34	24·25	..	..	34	..	..	..	1	65 12 4	..	..	43 0 9	5 7 0
Inferior do.	Bhoomlee	1856	32	3	..	35	25·83	..	..	35	..	..	..	1	123 3 11	..	..	124 8 0	26 13 0
Ditto	Walukut	1856	15	..	..	15	14·91	..	..	15	..	..	..	1	121 15 11	..	..	113 12 0	9 12 0
Superior do.	Kaira	1820	182	1	..	183	131	..	..	183	..	..	..	1	413 12 3	..	..	.....	121 2 0
Ditto	Matar.....	1838	82	5	..	87	69·17	..	..	87	..	..	..	1	173 5 9	..	..	.....	67 15 0
Inferior do.	Mehmedabad....	1848	93	1	..	94	72·75	..	..	94	..	..	..	1	168 1 9	..	..	.....	64 12 0
Superior do.	Mahooda	1830	170	3	..	173	104	..	..	173	..	..	..	1	739 3 5	..	..	838 1 1	93 15 0
Inferior do.	Aleena	1856	40	4	..	44	38·45	..	..	44	..	..	..	1	142 15 9	..	..	149 5 4	33 10 0
Superior do.	Golnret	1830	108	2	..	110	154·67	..	..	110	..	..	..	1	252 0 5	..	..	232 2 8	165 1 0
Inferior do.	Thasra	1856	55	1	..	56	46·5	..	..	56	..	..	..	1	115 15 9	..	..	456 0 0	31 15 0
Ditto	Dakore	1856	108	..	..	108	77·25	..	..	108	..	..	..	1	662 7 5	..	..	830 5 11	53 13 0
Superior do.	Kuparwanj	1830	175	6	..	181	97·92	..	..	181	..	..	..	1	192 10 9	..	..	171 6 10	85 15 0
Inferior do.	Antrolee	1856	47	1	..	48	28·11	..	..	48	..	..	..	1	127 4 4	..	..	112 1 6	21 3 0
Ditto	Kutlal	1856	158	7	..	165	54·67	..	..	165	..	..	..	1	114 15 10	..	..	293 11 1	37 10 0
Ditto	Veersud	1856	58	..	..	58	72·36	..	..	58	..	..	..	1	156 5 5	..	..	150 11 4	58 0 0
Superior do.	Neriad	1826	368	4	..	372	255·42	..	..	372	..	..	..	1	776 0 1	..	..	.....	228 10 0
Inferior do.	Ood	1856	42	..	..	42	45·9	..	..	42	..	..	..	1	178 2 4	..	..	165 15 5	36 6 0
Ditto	Ooturgunda	1856	88	..	..	88	46·9	..	..	88	..	..	..	1	152 15 8	..	..	137 8 0	34 11 0
Ditto	Chuklasee	1856	24	1	..	25	16·64	..	..	25	..	..	..	1	169 7 10	..	..	167 15 0	15 0 0
Ditto	Sarsa	1856	11	..	..	11	15·73	..	..	11	..	..	..	1	139 10 1	..	..	141 2 8	12 10 0
Ditto	Ujurpoora	1856	28	..	..	28	19	..	..	28	..	..	..	1	80 10 4	..	..	64 10 7	6 0 0

Sale of Books.	Other sources.	Total.	Charges. Current.	Charges. Extraordinary.	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	2 4 0	358 4 3	247 9 2	68 2 4	315 11 6	42 8 9	.....	8 10 8	4 5 6	
.....	.....	577 1 0	240 0 0	298 10 6	538 10 6	38 7 0	.....	25 13 9	7 8 5	
.....	.....	335 14 7	229 10 10	71 1 8	300 12 6	35 2 1	.....	8 6 4	4 6 7	
.....	.....	389 8 5	240 0 0	85 3 5	325 3 5	64 5 0	.....	5 2 2	2 10 4	
.....	0 8 0	473 4 6	296 13 5	88 9 7	385 7 0	87 13 6	.....	4 7 4	2 3 7	
.....	.....	31 11 0	5 8 0	25 8 9	31 0 9	0 10 3	.....	.....	.....	
.....	.....	248 2 10	133 12 11	35 8 9	169 5 8	78 13 2	.....	2 5 4	2 6 2	
.....	.....	276 7 11	180 0 0	63 0 4	243 0 4	33 7 7	.....	11 0 1	5 12 0	
.....	0 8 0	252 5 2	173 0 2	42 6 10	215 7 0	36 14 2	.....	34 5 9	18 7 9	
.....	.....	246 12 8	149 10 1	53 7 7	203 1 8	43 11 0	.....	9 1 11	4 15 8	
.....	.....	64 1 3	30 0 0	31 6 3	61 6 3	2 11 0	.....	6 13 2	5 0 10	
.....	.....	296 8 7	180 0 0	62 7 10	242 7 10	54 0 9	.....	4 1 1	2 4 0	
.....	3 5 0	359 3 1	240 0 0	58 0 2	298 0 2	61 2 11	.....	6 14 11	3 11 3	
.....	.....	29 4 10	3 8 0	26 1 3	29 9 3	.....	0 4 5	.....	.....	
.....	7 1 0	520 4 3	321 7 4	86 15 11	408 7 3	.....	.....	4 8 9	2 5 9	
.....	.....	368 12 5	249 0 0	150 7 10	399 7 10	111 13 0	30 11 5	4 11 0	3 7 2	
.....	.....	187 7 3	124 10 8	72 7 6	197 2 2	.....	9 10 11	5 15 7	4 3 6	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	No pay has been drawn.
.....	30 0 9	144 4 10	67 6 2	36 9 10	104 0 0	.....	.....	4 4 7	2 11 5	
.....	.....	274 8 11	199 8 0	43 14 5	234 6 5	40 4 10	.....	9 1 2	4 12 4	
.....	.....	245 7 11	179 8 0	35 13 8	215 5 8	48 2 6	.....	14 7 4	8 2 11	
.....	.....	534 14 3	351 13 8	175 9 7	527 7 3	30 2 3	.....	4 0 5	3 2 6	
.....	.....	241 4 9	120 0 0	65 9 3	185 9 3	7 7 0	.....	2 12 10	2 9 11	
.....	.....	232 3 9	120 0 0	57 10 9	177 10 9	55 11 6	.....	2 7 2	2 4 11	
.....	.....	1671 3 6	312 5 4	1,280 15 7	1,593 4 11	54 9 0	.....	15 5 1	7 1 9	
.....	.....	325 15 1	229 5 4	69 7 0	298 12 4	27 14 7	.....	7 12 3	3 11 6	
.....	.....	649 4 1	402 5 4	223 15 1	626 4 5	27 2 8	.....	4 0 9	1 10 1	
.....	.....	603 14 9	160 0 0	429 6 1	589 6 1	22 15 8	.....	12 10 10	2 7 11	
.....	.....	1546 10 4	221 1 2	1,278 13 9	1,499 14 11	14 8 5	.....	19 6 10	8 9 2	
.....	.....	449 15 10	289 0 6	73 13 0	362 13 6	46 11 4	.....	3 11 3	1 15 5	
.....	.....	290 8 10	179 5 8	55 10 8	235 0 4	87 2 4	.....	8 6 4	4 8 5	
.....	.....	446 4 11	174 8 9	236 9 5	411 2 2	25 8 6	.....	7 7 10	2 1 6	
.....	.....	365 0 9	221 15 0	76 5 7	298 4 7	55 2 9	.....	4 1 11	2 2 6	
.....	.....	1054 10 1	631 12 0	360 15 10	992 11 10	66 12 2	.....	3 14 1	3 0 7	
.....	.....	389 7 9	276 9 8	69 11 5	346 5 1	11 14 3	.....	7 10 10	3 15 2	
.....	.....	325 2 8	220 0 0	66 13 6	286 13 6	34 2 8	.....	6 3 6	3 5 1	
.....	.....	352 6 10	277 9 8	51 3 3	328 12 11	38 5 2	.....	19 12 2	10 2 11	
.....	.....	293 6 9	211 10 8	62 10 9	274 5 5	23 9 11	.....	17 6 6	8 14 0	
.....	.....	151 4 11	102 1 6	35 14 8	138 0 2	19 1 4	.....	7 4 3	4 3 11	
						13 4 9				

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fee.	Receipts.					
			Hindoos.	Mahomedans.	Others.	Total.		English.	Mahratta.	Guzerathee.	Hindustanee.	Canarese.	Portuguese.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.	
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	10	11	12	13	14	15	
														As.	Rs. a. p.			Rs. a. p.	Rs. a. p.	
Inferior Vernacular School.	Bhaluj	1856	44	10	..	54	38·5	..	..	54	..	..	..	1	96 0 10	..	..	72 8 0	17 6 0	
Superior do.	Broach	1826	141	9	2	152	118·25	..	..	152	..	..	..	1	526 5 1	..	..	.....	112 1 0	
Inferior do.	Amlesher	1856	15	..	..	15	21·4	..	..	15	..	..	..	1	103 7 6	..	..	96 4 10	16 2 0	
Superior do.	Auklesur	1830	123	4	..	127	64·75	..	..	127	..	..	..	1	281 9 7	..	..	.....	65 14 0	
Inferior do.	Sajod	1856	20	..	..	20	20·42	..	..	20	..	..	..	1	114 2 5	..	..	100 14 0	14 11 0	
Superior do.	Hansote	1853	39	..	..	39	23·83	..	..	39	..	..	..	1	240 4 7	..	..	9 4 0	23 7 0	
Inferior do.	Elao	1856	..	..	12	12	10·92	..	..	12	..	..	..	1	115 6 3	..	..	104 13 5	8 6 0	
Superior do.	Wagra	1856	25	2	..	27	25·42	..	..	27	..	..	..	1	96 15 6	..	..	111 6 5	23 11 0	
Ditto	Amode	1833	61	6	..	67	62·75	..	..	67	..	..	..	1	262 6 7	..	..	.....	51 1 0	
Inferior do.	Kerwara	1856	25	6	..	31	30·67	..	..	31	..	..	..	1	135 7 1	..	..	119 8 0	31 1 0	
Ditto	Roza Tankaria ..	1856	14	3	..	17	15·89	..	..	17	..	..	..	1	95 6 2	..	..	87 11 7	6 8 0	
Ditto	Kolwana	1856	1	2	..	3	5	..	..	3	..	..	..	1	73 1 1	..	..	67 5 2	3 6 0	
Superior do.	Jambooser	1830	80	15	..	95	63	..	..	95	..	..	..	1	311 5 11	..	..	.....	69 6 0	
Inferior do.	Tankaria	1856	13	12	..	25	31·7	..	..	25	..	..	..	1	145 12 7	..	..	162 6 2	23 7 0	
Ditto	Malpoor	1856	25	1	..	26	9·83	..	..	26	..	..	..	1	118 0 8	..	..	118 10 8	8 8 0	
Ditto	Jantran	1856	19	1	..	20	15·92	..	..	20	..	..	..	1	64 1 9	..	..	92 0 0	16 15 0	
Ditto	Kavee	1856	5	7	..	12	11·9	..	..	12	..	..	..	1	146 15 11	..	..	143 8 8	18 4 0	
Ditto	Sarod	1856	14	20	..	34	25·75	..	..	34	..	..	..	1	153 15 3	..	..	163 14 3	26 3 0	
Superior do., No. 1..	Surat	1821	186	16	17	219	163·67	..	..	219	..	..	..	1	656 7 1	..	..	.....	147 0 0	
Inferior do., No. 2..	Do.	1826	67	4	..	71	48·25	..	..	71	..	..	..	1	319 15 7	..	..	.....	39 11 0	
Ditto No. 3..	Do.	1843	36	8	23	67	33·67	..	..	67	..	..	..	1	280 2 7	..	..	12 0 0	37 5 0	
Superior do., No. 4..	Do.	1847	160	6	2	168	99·5	..	..	168	..	..	..	1	309 0 7	..	..	18 0 0	92 13 0	
Inferior do., No. 5..	Do.	1848	104	2	..	106	69·8	..	..	106	..	..	..	1	293 5 1	..	..	24 0 0	55 4 0	
Ditto No. 6	Do.	1849	104	19	2	125	76·17	..	..	125	..	..	..	1	246 14 1	..	..	27 0 0	71 7 0	
Ditto Hindustanee No. 7.	Do.	1848	..	45	..	45	25·25	..	..	..	45	..	..	1	270 0 0	..	..	104 8 0	50 8 0	
Ditto Vernacular School.	Rander	1849	56	4	..	60	46·25	..	..	60	..	..	..	1	170 5 7	..	..	12 0 0	36 11 0	
Ditto	Katargaum	1856	54	1	..	55	44·18	..	..	55	..	..	..	1	156 7 5	..	..	133 15 7	40 8 0	
Ditto	Tulungpoor	1856	..	..	..	..	15 25	..	..	..	..	..	..	1	89 0 7	..	..	86 0 3	11 2 0	
Superior do.	Oolpar	1827	48	..	..	48	34	..	..	48	..	..	..	1	294 14 7	..	..	.....	31 14 0	
Inferior do.	Boudan	1857	40	..	..	40	20·67	..	..	40	..	..	..	1	55 8 4	..	..	42 1 4	4 8 0	
Superior do.	Mandvee	1851	17	3	1	21	17·75	..	..	21	..	..	..	1	177 9 4	..	..	.....	14 7 0	
Inferior do.	Mota	1830	23	..	..	23	21·58	..	..	23	..	..	..	1	136 11 7	..	..	.....	19 4 0	
Ditto	Bardolee	1847	33	..	3	36	23·92	..	..	36	..	..	..	1	218 11 1	..	..	8 0 0	21 14 0	
Superior do.	Sarbhon	1848	44	..	1	45	24·75	..	..	45	..	..	..	1	161 4 7	..	..	.....	18 3 0	
Ditto	Chickloe	1857	36	2	5	43	22	..	..	43	..	..	..	1	50 13 6	..	..	18 8 9	2 14 0	
Ditto	Bulsar	1830	24	1	..	25	38·83	..	..	25	..	..	..	1	296 11 7	..	..	.....	27 11 0	
Ditto	Pardee	1850	42	7	..	49	39·17	..	..	49	..	..	..	1	160 6 1	..	..	25 0 0	36 8 0	

Receipts			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	185 14 10	116 0 0	45 8 11	161 8 11	24 5 11	.....	4 3 1	2 7 11	
.....	.....	638 6 1	477 0 0	117 3 9	594 3 9	44 2 4	.....	5 0 4	4 7 2	
.....	.....	215 14 4	144 6 11	48 6 5	192 13 4	23 1 0	.....	9 0 3	4 13 4	
.....	.....	347 7 7	246 0 0	91 6 8	337 6 8	10 0 11	.....	5 3 4	4 5 7	
.....	0 2 0	229 13 5	146 1 8	62 13 4	208 15 0	20 14 5	.....	10 3 8	5 9 5	
.....	0 3 0	273 2 7	237 4 0	27 14 7	265 2 7	8 0 0	.....	11 2 0	10 1 3	
.....	.....	228 9 8	164 14 5	55 14 7	220 13 0	7 12 8	.....	20 3 6	10 9 1	
.....	2 0 6	234 1 5	126 14 8	91 6 6	218 5 2	15 12 3	.....	8 9 3	3 13 0	
.....	.....	313 7 7	228 0 0	75 10 3	303 10 3	9 13 4	.....	4 13 5	4 2 10	
.....	.....	286 0 1	185 0 0	76 0 7	261 0 7	24 15 6	.....	7 1 11	3 11 1	
.....	.....	189 9 9	133 10 10	49 11 2	183 6 0	6 3 9	.....	11 8 7	6 0 0	
.....	.....	143 12 3	90 7 8	42 14 4	133 6 0	10 6 3	.....	26 10 10	14 9 10	
.....	.....	380 11 11	276 0 0	101 15 10	377 15 10	2 12 1	.....	5 15 10	4 15 1	
.....	.....	331 9 9	243 7 8	54 2 10	297 10 6	33 15 3	.....	9 5 3	4 9 7	
.....	.....	249 3 4	181 13 2	39 6 1	221 3	24 0 1	.....	22 7 6	12 0 1	
.....	0 10 0	173 10 9	120 0 0	34 1 6	154 1 6	19 9 3	.....	9 10 10	4 0 5	
.....	.....	300 12 7	227 12 4	43 7 0	271 3 4	29 9 3	.....	24 7 3	13 4 0	
.....	.....	344 0 6	232 14 5	85 1 10	318 0 3	26 0 3	.....	12 5 7	5 15 8	
.....	.....	803 7 1	582 0 0	252 4 11	834 4 11	.....	30 13 10	5 1 6	4 0 2	
.....	.....	359 10 7	279 0 0	59 9 0	338 9 0	21 1 7	.....	7 0 3	6 10 1	
.....	.....	279 7 7	192 0 0	49 5 10	241 5 10	38 1 9	.....	7 2 8	6 13 4	
.....	.....	419 13 7	258 10 0	167 9 1	426 3 1	.....	.....	4 4 6	3 1 8	
.....	.....	372 9 1	207 8 3	130 1 1	337 9 4	34 15 9	6 5 6	4 14 2	4 3 11	
.....	.....	345 5 1	207 0 0	139 9 4	346 9 4	.....	.....	4 8 9	3 3 10	
.....	.....	405 0 0	288 0 0	94 10 1	382 10 1	22 5 11	1 4 3	15 2 4	10 11 1	
.....	.....	219 0 7	120 0 0	99 14 7	219 14 7	.....	.....			
							0 14 0	4 12 0	3 10 11	
.....	.....	330 15 0	173 8 0	133 5 2	306 13 2	24 1 10	.....	6 15 1	3 8 8	
.....	.....	186 2 10	113 14 0	42 9 3	156 7 3	29 11 7	.....	10 4 0	5 13 5	
.....	.....	326 12 7	264 0 0	58 11 1	322 11 1	4 1 6	.....	9 7 10	8 10 9	
.....	.....	102 1 8	38 0 6	40 13 2	78 13 8	23 4 0	.....	3 12 11	2 10 11	
.....	.....	192 0 4	135 0 0	50 12 4	185 12 4	6 4 0	.....	10 7 4	10 0 1	
.....	.....	155 15 7	118 0 6	41 12 5	159 12 11	.....	3 13 4	7 6 4	6 5 4	
.....	.....	248 9 1	188 0 0	41 14 4	229 14 4	18 10 9	.....	9 9 9	9 2 3	
.....	.....	179 7 7	220 0 0	42 15 4	162 15 4	16 8 3	.....	6 9 3	6 8 3	
.....	.....	72 4 3	29 10 10	40 15 3	70 10 1	1 10 2	.....	3 3 4	2 4 11	
.....	.....	324 6 7	252 0 0	41 9 1	293 9 1	30 13 6	.....	7 8 11	7 10 2	
.....	.....	218 14 1	120 0 0	48 2 10	168 2 10	50 11 3	.....	5 1 1	4 13 4	

Name of Institution.	Locality.	When Established.	No. of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	No. of Pupils studying in each Language at the end of the Year.						Monthly Rate of Schooling Fee.	Receipts.				
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzerathee.	Hindustanee.	Canarese.	Portuguese.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	9E	10	11	12	13	14	15
														As.	Rs. a. p.			Rs. a. p.	Rs. a. p.
Superior Vernacular School.	Bugwara	1856	31	..	..	31	38·42	..	..	31	..	..	..	1	94 7 1	..	..	80 12 2	26 14 0
Ditto	Julalpoor	1856	24	1	..	25	23·36	..	..	25	..	..	..	1	123 8 9	..	..	112 11 2	22 10 0
Ditto	Kaliawadee	1841	50	..	..	50	23·17	..	..	50	..	..	..	1	214 3 5	..	..	.....	25 6 0
Ditto	Rajkote	1853	122	18	1	141	126·42	..	..	141	..	..	..	..	1,580 12 10	..	..	.....	.....
Ditto	Nowa Nuggur ..	1853	146	6	..	152	89	..	..	152	..	..	..	..	742 4 0	..	..	.....	.....
Inferior do.	Khambalia.....	1856	131	2	..	133	77 18	..	..	133	..	..	..	..	204 11 0	..	..	.....	.....
Superior do.	* Gondal	1853	36	5	..	41	23·75	..	..	41	..	..	..	..	45 6 9	..	..	1 12 3	.....
Inferior do.	Dharajee	1854	40	23	..	63	20·25	..	..	63	..	..	..	..	326 1 3	..	..	11 0 3	.....
Superior do.	Morvee	1854	76	3	..	79	59·25	..	..	79	..	..	..	..	377 3 0	..	..	.....	.....
Ditto	Wankaneer	1854	6	2	..	8	2·75	..	..	8	..	..	..	..	180 0 0†	..	..	.....	.....
Ditto	Drangadra	1855	69	4	..	73	62·5	..	..	73	..	..	..	..	297 5 10	..	..	11 13 0	.....
Ditto	* Luktur.....	1853	55	1	..	56	34·42	..	..	56	..	..	..	..	56 7 0	..	..	.....	.....
Ditto	Wadwan	1854	53	..	..	53	62·58	..	..	53	..	..	..	..	252 3 6	..	..	.....	.....
Inferior do.	* Nagnesh	1851	54	..	..	54	39·17	..	..	54	..	..	..	..	51 10 0	..	..	.....	.....
Superior do.	Limree	1855	112	..	..	112	81·58	..	..	112	..	..	..	..	332 3 6	..	..	.....	.....
Ditto	* Choora.....	1851	40	2	..	42	26·75	..	..	42	..	..	..	..	62 0 0	..	..	.....	.....
Ditto	Bhownuggur	1852	129	4	2	135	104·25	..	..	135	..	..	..	..	310 0 0‡	..	..	47 13 0	.....
Inferior do.	Mowa	1854	48	7	..	55	38·17	..	..	55	..	..	..	..	288 5 0	..	..	20 0 0	.....
Ditto	Koosdia	1856	46	4	..	50	43·5	..	..	50	..	..	..	..	209 1 6	..	..	107 4 0	.....
Superior do.	Palitana	1854	64	4	..	68	44·5	..	..	68	..	..	..	..	328 3 6	..	..	28 1 0	.....
Ditto	Jusdhun.....	1856	29	6	..	35	46·1	..	..	35	..	..	..	..	189 0 0	..	..	3 6 0	.....
Ditto	Jetpoor	1856	16	55	..	71	72·92	..	..	71	..	..	..	..	206 14 2	..	..	.....	.....
Inferior do.	Vairaval	1856	45	15	..	60	47·9	..	..	60	..	..	..	..	255 2 8	..	..	41 2 0	.....
Superior do.	Porbundar	1856	182	9	..	191	144·3	..	..	191	..	..	..	..	251 0 2	..	..	135 8 0	.....
Ditto	Deesa	1857	24	6	9	39	34	..	..	39	..	..	..	1	.....	..	..	.....	.....
Inferior do.	Pahlunpoor	....	12	3	..	15	10	..	..	15	..	..	..	..	240 0 0§	..	..	.....	.....
Ditto	Radhunpoor	....	28	..	..	28	22	..	..	28	..	..	..	..	297 7 3§	..	..	.....	.....
Ditto	Thura.....	1856	19	1	..	20	17	..	..	20	..	..	..	..	222 3 0§	..	..	.....	.....
Ditto	Warye	....	..	2	..	2	2	..	..	2	..	..	..	..	127 8 0§	..	..	.....	.....
Superior do.	Veizulpoor	1856	16	..	..	16	8	..	..	16	..	..	..	1	181 8 0§	..	..	.....	.....
Ditto	Kalole	1855	37	..	..	37	34	..	..	37	..	..	..	1	181 0 0§	..	..	.....	9 2 4
Ditto	Halole	1855	37	2	2	41	34	..	..	41	..	..	..	1	182 12 0§	..	..	.....	33 2 2
Ditto	Dahode	1856	27	25	..	52	40	..	..	52	..	..	..	1	156 4 6§	..	..	.....	35 0 0
Ditto	Jhallode	1856	60	3	1	64	56	..	..	64	..	..	..	1	181 4 4§	..	..	.....	20 4 0
Ditto	Veerpoor	1856	15	..	..	15	11	..	..	15	..	..	..	1	107 5 4¶	..	..	.....	44 0 11
Ditto	Nandode.....	1857	102	..	..	102	73	..	..	102	..	..	..	..	169 6 8**	..	..	.....	21 8 0
Ditto	Sadra	1849	47	8	..	55	26·67	..	..	55	..	..	..	..	.....	..	..	300 0 0	.....

Receipts.			Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	202 1 3	111 15 0	61 12 5	173 11 5	28 5 10	.....	4 8 4	2 7 4	
.....	.....	258 13 11	159 0 0	76 3 5	235 3 5	.....	.....	10 1 1	5 4 7	
.....	.....	239 9 5	188 10 10	33 3 6	221 14 4	23 10 6	.....	9 9 2	9 3 11	
.....	.....	1,580 12 10	1,477 8 8	103 4 2	1,580 12 10	17 11 1	.....	12 8 0	12 8 0	
.....	.....	742 4 0	650 0 0	92 4 0	742 4 0	.....	.....	8 5 5	8 5 5	
.....	.....	204 11 0	188 0 0	16 11 0	204 11 0	.....	.....	2 10 4	2 10 4	
.....	.....	47 3 0	15 0 0	32 3 0	47 3 0	.....	.....	1 15 8	1 14 4	* These schools are under the superintendence of the tutors to the young Chiefs living in the several towns.
.....	.....	337 1 6	300 0 0	37 1 6	337 1 6	.....	.....	16 10 4	16 1 7	
.....	.....	377 3 0	350 0 0	27 3 0	377 3 0	.....	.....	6 5 10	6 5 10	
.....	.....	180 0 0	180 0 0	.....	180 0 0	.....	.....	65 7 3	65 7 3	† Paid by the Wankaneer Chief.
.....	.....	309 2 10	270 0 0	39 2 10	309 2 10	.....	.....	4 15 2	4 12 1	
.....	.....	56 7 0	50 0 0	6 7 0	56 7 0	.....	.....	1 10 3	1 10 3	
.....	.....	252 3 6	228 8 0	23 11 6	252 3 6	.....	.....	4 0 6	4 0 6	
.....	.....	51 10 0	15 0 0	36 10 0	51 10 0	.....	.....	1 5 1	1 5 1	
.....	.....	332 3 6	285 0 0	47 3 6	332 3 6	.....	.....	4 1 2	4 1 2	
.....	.....	62 0 0	50 0 0	12 0 0	62 0 0	.....	.....	2 5 1	2 5 1	
.....	.....	357 13 0	310 0 0	47 13 0	357 13 0	.....	.....	3 6 10	2 15 7	‡ Paid by the Thakore of Bhownuggur.
.....	.....	308 5 0	250 0 0	58 5 0	308 5 0	.....	.....	8 1 3	7 8 9	
.....	.....	316 5 6	177 0 0	139 5 6	316 5 6	.....	.....	7 4 4	4 12 11	
.....	.....	366 4 6	285 0 0	81 4 6	366 4 6	.....	.....	8 3 8	7 9 7	
.....	.....	192 6 0	162 0 0	30 6 0	192 6 0	.....	.....	4 2 8	4 1 7	
.....	.....	206 14 2	189 4 8	17 9 6	206 14 2	.....	.....	2 13 5	2 13 5	
.....	.....	296 4 8	240 10 8	55 10 0	296 4 8	.....	.....	6 4 8	5 6 8	
.....	.....	386 8 2	197 10 8	188 13 6	386 8 2	.....	.....	2 10 10	1 11 10	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	No pay has been drawn.
.....	.....	240 0 0	240 0 0	.....	240 0 0	.....	.....	24 0 0	24 0 0	§ Paid by the Chiefs in the Palduupoor Superintendency.
.....	.....	207 7 3	192 0 0	15 7 3	207 7 3	.....	.....	9 6 10	9 6 10	
.....	.....	222 3 0	189 0 0	33 3 0	222 3 0	.....	.....	13 1 1	13 1 1	
.....	.....	127 8 0	126 0 0	1 8 0	127 8 0	.....	.....	63 12 0	63 12 0	
.....	.....	190 10 4	180 0 0	9 6 8	189 6 8	.....	.....	23 10 10	22 11 0	‖ Paid out of the revenue of His Highness Scindia.
.....	.....	214 2 2	180 0 0	8 0 0	188 0 0	1 3 8	.....	5 8 6	5 5 2	
.....	.....	217 12 0	180 0 0	10 12 0	190 12 0	26 2 2	.....	5 9 9	5 6 0	
.....	.....	176 8 6	156 4 6	4 8 10	160 13 4	27 0 0	.....	4 0 4	3 14 6	
.....	.....	225 5 3	180 0 0	8 15 1	188 15 1	15 11 2	.....	3 6 0	3 3 9	
.....	.....	128 13 4	107 5 4	29 0 11	127 15 3	33 6 2	.....	11 10 1	9 12 1	¶ Paid by the Rahee of Balhalsoor.
.....	.....	169 6 8	144 10 8	24 12 0	169 6 8	6 14 1	.....	2 5 2	2 5 2	** Paid by the Raja of Rajpeepla.
.....	.....	300 0 0	300 0 0	.....	300 0 0	.....	.....	11 4 0	.....	
						.....	.....			

Sale of Books.	Other sources.	Total.	Charges. Current.	Extraordinary.	Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Cost to Government.	Remarks.
16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	
.....	.....	202 1 3	111 15 0	61 12 5	173 11 5	28 5 10	.....	4 8 4	2 7 4	
.....	.....	258 13 11	159 0 0	76 3 5	235 3 5	23 10 6	.....	10 1 1	5 4 7	
.....	.....	239 9 5	188 10 10	33 3 6	221 14 4	17 11 1	.....	9 9 2	9 3 11	
.....	.....	1,580 12 10	1,477 8 8	103 4 2	1,580 12 10	.....	.....	12 8 0	12 8 0	
.....	.....	742 4 0	650 0 0	92 4 0	742 4 0	.....	.....	8 5 5	8 5 5	
.....	.....	204 11 0	188 0 0	16 11 0	204 11 0	.....	.....	2 10 4	2 10 4	
.....	.....	47 3 0	15 0 0	32 3 0	47 3 0	.....	.....	1 15 8	1 14 4	* These schools are under the superintendence of the tutors to the young Chiefs living in the several towns.
.....	.....	337 1 6	300 0 0	37 1 6	337 1 6	.....	.....	16 10 4	16 1 7	
.....	.....	377 3 0	350 0 0	27 3 0	377 3 0	.....	.....	6 5 10	6 5 10	
.....	.....	180 0 0	180 0 0	.....	180 0 0	.....	.....	65 7 3	65 7 3	† Paid by the Wankaneer Chief.
.....	.....	309 2 10	270 0 0	39 2 10	309 2 10	.....	.....	4 15 2	4 12 1	
.....	.....	56 7 0	50 0 0	6 7 0	56 7 0	.....	.....	1 10 3	1 10 3	
.....	.....	252 3 6	228 8 0	23 11 6	252 3 6	.....	.....	4 0 6	4 0 6	
.....	.....	51 10 0	15 0 0	36 10 0	51 10 0	.....	.....	1 5 1	1 5 1	
.....	.....	332 3 6	285 0 0	47 3 6	332 3 6	.....	.....	4 1 2	4 1 2	
.....	.....	62 0 0	50 0 0	12 0 0	62 0 0	.....	.....	2 5 1	2 5 1	
.....	.....	357 13 0	310 0 0	47 13 0	357 13 0	.....	.....	3 6 10	2 15 7	‡ Paid by the Thakore of Bhownuggur.
.....	.....	308 5 0	250 0 0	58 5 0	308 5 0	.....	.....	8 1 3	7 8 9	
.....	.....	316 5 6	177 0 0	139 5 6	316 5 6	.....	.....	7 4 4	4 12 11	
.....	.....	366 4 6	285 0 0	81 4 6	366 4 6	.....	.....	8 3 8	7 9 7	
.....	.....	192 6 0	162 0 0	30 6 0	192 6 0	.....	.....	4 2 8	4 1 7	
.....	.....	206 14 2	189 4 8	17 9 6	206 14 2	.....	.....	2 13 5	2 13 5	
.....	.....	296 4 8	240 10 8	55 10 0	296 4 8	.....	.....	6 4 8	5 6 8	
.....	.....	386 8 2	197 10 8	188 13 6	386 8 2	.....	.....	2 10 10	1 11 10	
.....	.....	.....	.....	.....	.....	.....	.....	.....	.....	No pay has been drawn.
.....	.....	240 0 0	240 0 0	.....	240 0 0	.....	.....	24 0 0	24 0 0	§ Paid by the Chiefs in the Pulsunpoor Superintendency.
.....	.....	207 7 3	192 0 0	15 7 3	207 7 3	.....	.....	9 6 10	9 6 10	
.....	.....	222 3 0	189 0 0	33 3 0	222 3 0	.....	.....	13 1 1	13 1 1	
.....	.....	127 8 0	126 0 0	1 8 0	127 8 0	.....	.....	63 12 0	63 12 0	
.....	.....	199 10 4	189 0 0	9 6 8	189 6 8	.....	.....	23 10 10	22 11 0	‖ Paid out of the revenue of His Highness Scindia.
.....	.....	214 2 2	180 0 0	8 0 0	188 0 0	1 3 8	.....	5 8 6	5 5 2	
.....	.....	217 12 0	180 0 0	10 12 0	190 12 0	26 2 2	.....	5 9 9	5 6 0	
.....	.....	176 8 6	156 4 6	4 8 10	160 13 4	27 0 0	.....	4 0 4	3 14 6	
.....	.....	225 5 3	180 0 0	8 15 1	188 15 1	15 11 2	.....	3 6 0	3 3 9	
.....	.....	128 13 4	107 5 4	20 9 11	127 15 3	36 6 1	.....	11 10 1	9 12 1	¶ Paid by the Baboo of Ballasoore.
.....	.....	169 6 8	144 10 8	24 12 0	169 6 8	0 14 1	.....	2 5 2	2 5 2	** Paid by the Raja of Rajpeepla.
.....	.....	300 0 0	300 0 0	.....	300 0 0	.....	.....	11 4 0	.....	
						.....	.....			

TABLE 4.

Private Colleges and Collegiate Institutions open to Government Inspection.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	Number of Pupils studying in each Language at the end of the Year.		Monthly Rate of Schooling Fee.	Receipts.								Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.	
			Hindoos.	Mahomedans.	Others.	Total.		English.	Guzerathee.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	9A	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
None.																									

TABLE 5.

Private Schools of the Higher Class open to Government Inspection.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the year.				Average daily Attendance.	Number of Pupils studying in each Language at the end of the year.				Monthly Rate of Schooling Fee.	Receipts.							Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
			Hindoos.	Mahomedans.	Others.	Total.		English.	Murathee.	Hindustanee.	Canarese.	Total.	From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
None.																													

TABLE

Private Schools of the Lower Class

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	Number of Pupils studying in each Language at the end of the Year.					Monthly Rate of Schooling Fee.	Receipts.			
			Hindoos.	Mahomedans.	Others.	Total.		English.	Murathee.	Guzerathee.	Sanskrit.	Hindustanee.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions and Donations, &c.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	10	11	12	13	14
													As.	Rs. a. p.	Rs. a. p.		
English School	Phulton ...	1854	14	..	..	14	10	14	..	..	..	..	4	.....	.....	..	180
Murathee School	Ditto ...	1854	62	1	..	63	42	..	63	..	..	..	1	.....	.....	..	120
Ditto	Juth	1854	67	2	..	69	36	..	69	..	..	..	1	.....	.....	..	120
Ditto	Atpadee ...	1853	59	1	..	60	34	..	60	..	..	..	..	.....	.....	..	150
English School belonging to Sir J. Jejeebhoy's Parsee Benevolent Institution.	Surat	1852	..	..	103	103	90	103	..	..	..	..	..	.....	3923 4 6	..	..
Vernacular Schools belonging to ditto.	Surat ...	1852	..	..	100	100	85	..	..	100	..	..	..				
	Surat ...	1852	..	..	101	101	80	..	..	101	..	..	..				
	Surat ...	1852	..	..	87	87	55	..	..	87	..	..	..				
	Elao	1852	..	..	20	20	14	..	..	20	..	..	..				
	Broach .	1850	..	..	52	52	40	15	..	37	..	..	..	.....	560 7 6	..	..
	Nowsary .	1845	..	..	75	75	71*	..	..	75	..	..	..	.....	.....	..	..
	Bilimora..	1844	..	..	87	87	47	..	..	87	..	..	..	.....	168 0 0	..	..
	Bulsar ...	1850	..	..	35	35	27	..	..	35	..	..	..	.....	120 0 0	..	..
	Oodwara .	1850	..	..	25	25	20	..	..	25	..	..	..	.....	129 0 0	..	..
Sanskrit Patsala of Sourashtra.	Junaghur .	1854	41	..	..	41	25	..	..	..	41	..	..	205 0 0†	.....	..	..
Oordoo Maktab of Sourashtra.	Ditto .	1854	..	30	..	30	18	..	..	..	..	30	..	155 0 0†	.....	..	..
Rao Bahadoor Muggunbhai's Girl's School, No. 1.	Ahmedabad .	1851	143	1	5	149	67	..	..	149	..	..	..	.....	354 15 4	..	..
Ditto..... No. 2	Ditto .	1852	47	..	..	47	17	..	..	47	..	..	..	.....	159 12 7	..	..

6.

open to Government Inspection.

Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Charges. Current.	Charges. Extraordinary	Charges. Total.	Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil. Total Cost.	Annual Cost of Educating each Pupil. Cost to Government.	Remarks.
15	16	17	18	19	20	21	22	23	24	25	26
Rs. a. p.			Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
14 8 0	..	..	194 8 0	180 0 0	3 15 0	183 15 0	10 9 0	..	18 6 3	.....	
18 2 7	..	..	138 2 7	120 0 0	2 9 6	122 9 6	15 9 1	..	2 14 11	.....	
7 0 0	..	..	127 0 0	120 0 0	.....	120 0 0	7 0 0	..	3 5 4	.....	
.....	..	..	156 0 0	156 0 0	.....	156 0 0	.....	..	4 9 4	.....	
				1,070 15 8	.....	1,070 15 8			11 14 5	.....	
.....	..	..	3,923 4 6	316 9 6	.....	316 9 6	1,978 9 8	..	3 11 7	.....	
				246 5 2	.....	246 5 2			3 1 3	.....	
				259 12 6	.....	259 12 6			4 11 7	.....	
				51 0 0	.....	51 0 0			3 10 3	.....	
.....	..	..	560 7 6	171 8 0	.....	171 8 0	388 15 6		4 4 8	.....	
.....	..	..	.....	.....	.....	.....	.....	..	.....	.....	
.....	..	..	168 0 0	168 0 0	.....	168 0 0	.....	..	3 9 2	.....	
.....	..	..	120 0 0	120 0 0	.....	120 0 0	.....	..	4 7 1	.....	
.....	..	..	129 0 0	129 0 0	.....	129 0 0	.....	..	6 7 2	.....	
.....	..	..	205 0 0	103 0 0	7 0 0	110 0 0	95 0 0	..	4 6 5	8 3 2	† Paid by the Nawab of Junaghur.
.....	..	..	155 0 0	86 0 0	4 0 0	90 0 0	65 0 0	..	5 0 0	8 9 9	
.....	..	..	354 15 4	270 10 7	81 2 9	351 13 4	3 2 0	..	5 4 0	.....	
.....	..	..	159 12 7	128 11 4	31 1 3	159 12 7	.....	..	9 6 5	.....	

* The Committee not having furnished their accounts, the cost of Education in this School cannot be calculated.

II.—INSTITUTIONS FOR SPECIAL OR PROFESSIONAL

TABLE

Government

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	Number of Pupils studying in each Language at the end of the Year.					Monthly Rate of Schooling Fee.	Receipts.						
			Hindoos.	Mahomedans.	Others.	Total.		English.	Marathee.	Guzerathee.	Canarese.	Hindustanee.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	10	11	12	13	14	15	16	17	18
													Rs.	Rs. a. p.	Rs. a. p.			Rs. a. p.		Rs. a. p.	Rs. a. p.
Grant Medical College	Bombay	1845	18	5	55	78	68	78	..	..	..	..	..	23,519 11 2*	3,633 11 9	..	..	....	..	....	27,153 6 11
Engineering School	Bombay	1854	6	1	9	16	14	16													
Engineering School	Poona	1854	42	..	1	43	38	43	..	..	..	..	..	3,453 7 8	.....	..	..	....	..	....	3,453 7 8
Engineering School	Kurrachee ..	1855	13	..	7	20	20	20	..	..	..	..	..	5,037 4 11	.....	..	..	....	..	....	5,037 4 11
Mechanical School	Poona	1855	26	..	..	26	25	..	..	..	..	..	..	3,121 12 0	.....	..	..	....	..	....	3,121 12 0
Normal Department, Poona College.	Ditto	..	..	..	..	..	..	..	..	..	..	..	..	3,217 0 0	.....	..	..	25 0 0	..	3,595 6 7	6,837 6 7
1st Normal Class	Surat	1854	8	..	..	8	8	8	..	..	..	..	..	.....	.....	..	..	....	..	....	....
2nd Ditto ditto	Ditto	1855	15	..	..	15	12	..	..	8	..	..	..	1,543 1 11	.....	..	..	....	..	....	1,543 1 11
Training School, 1st Normal Class.	Ahmedabad..	1857	13	..	..	15	15	4	..	15	..	..	..	459 15 4	.....	..	..	....	..	....	459 15 4
Training School, 2nd Normal Class.	Ditto ..	1856	15	..	..	15	9	..	..	15	..	..	..	237 2 6	.....	..	..	....	..	....	237 2 6
Normal Class	Rajkote	1856	2	1	..	3	4	3	..	15	..	..	..	324 15 5	.....	..	..	....	..	....	324 15 5
Candidate (School Master) Class.	Dharwar	1866	19	1	..	20	13	..	20	3	..	..	..	146 12 9	.....	..	..	....	..	....	146 12 9
Law Classes	Bombay	1855	22	..	17	39	34	39	..	..	20	..	..	469 1 1	.....	..	..	....	..	....	469 1 1
Photography Class	Ditto.....	1855	31	2	29	62	62	62	..	..	..	..	3	6,449 0 0	2,028 0 0	..	..	120 0 0	..	....	8,597 0 0
													10	1,400 0 0	.....	..	..	40 0 0	..	....	1,440 0 0

EDUCATION (INCLUDING NORMAL SCHOOLS).

7.

Institutions.

Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
19	20	21	22	23	24	25	26
Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
26,707 6 2	.....	26,707 6 2	446 0 9	....	..... †	..... †	* This does not include the cost of apparatus, &c., supplied by the Honorable Court of Directors. † These columns cannot be filled in, because it has yet to be determined what share of the cost shall be respectively allotted to the Student Apprentices and the Hospital Assistants attending the College.
2,434 5 11	1,019 1 9½	3,453 7 8	.....	....	246 10 10	246 10 10	‡ Furniture, instruments and books.
4,935 0 0	102 4 11	5,037 4 11	.....	....	132 8 11	132 8 11	
3,121 12 0	.....	3,121 12 0	.....	....	156 1 5	156 1 5	
3,005 14 9	2,072 11 7	5,078 10 4	1,756 12 3	....	203 2 4	198 10 10	
.....	.....	.....	.....	....	.....	.....	No separate return. Included in the Poona College, in Table I.
1,457 6 5	85 11 6	1,543 1 11	.....	....	118 11 2	118 11 2	
450 15 4	.....	450 15 4	.....	....	37 7 3	37 7 3	
.....	237 2 6	237 2 6	.....	....	15 13 0	15 13 0	
324 15 5	.....	324 15 5	.....	....	36 1 8	36 1 8	
146 12 9	.....	146 12 9	.....	....	66 11 0	36 11 0	
469 1 1	.....	469 1 1	.....	....	36 1 4	36 1 4	
8,477 0 0	.....	8,477 0 0	120 0 0	....	249 5 2	189 10 10	§ Eighteen Students of the 2nd year and sixteen of the 1st year passed the Examinations, after which a new 1st year class of eighteen students was formed. The class (of the Perry Professor) which entered in July 1855 was subdivided after the appointment of Government Professors in August 1856. Some Students who paid before were allowed to repeat the 1st year course free, and four new paying Students joined the junior division.
1,287 0 0	113 0 0	1,400 0 0	40 0 0	....	22 9 3	22 9 3	This class abolished on the 19th January 1857.

TABLE 8.

Private Institutions.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year.				Average daily Attendance.	Number of Pupils studying in each Language at the end of the Year.		Monthly Rate of Schooling Fee.	Receipts.								Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.	
			Hindoos.	Mahomedans.	Others.	Total.		English.	Guzerathee.		From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.
1	2	3	4	5	6	7	8	9	9A	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
None.																									

TABLE. 9.

Abstract of Attendance at the above Institutions.

		Number attending College.	Number attending Superior Schools.	Number attending Inferior Schools.	Total.
General Education.	Government	89	1,307	31,978	33,374
	Private.....	....	....	1,158	1,158
Special Education.	Government	78	180	102	360
	Private.....	....	....	....	....

TABLE 10.

Abstract of Receipts and Charges at the above Institutions.

		Receipts.				Charges.			
		Colleges.	Superior Schools.	Inferior Schools.	Total.	Colleges.	Superior Schools.	Inferior Schools.	Total.
		Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
General Education.	Government.	86,640 8 9	30,797 14 11	1,66,462 4 8	2,83,900 12 4	73,217 11 0	27,991 13 11	1,52,420 4 7	2,53,629 13 6
	Private	.....	.....	6,391 2 6	6,391 2 6	.....	.....	3,827 5 3	3,827 5 3
Special Education.	Government.	27,153 6 11	21,649 8 7	10,009 7 7	58,812 7 1	26,707 6 2	21,489 8 7	8,250 11 4	56,447 10 1
	Private	.....	.....	.....	.....	.....	.....	.....	.....

TABLE 11.

Abstract of Grants-in-Aid received by Private Institutions during the Year.

Colleges.	Superior Schools.	Inferior Schools.	Total.
None.			

TABLE

Progressive Statement of Attendance and Cost

Colleges and Schools.	1852-53.* Average Attendance.	Total Cost.	Cost of each Pupil's Education.	1853-54.* Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Elphinstone College, Bombay	42	31,883 9 6	759 2 2	76	27,118 12 1	356 13 3	74
Poona College, Poona.	418	32,800 12 1	78 12 1	401	36,729 12 9	91 9 6	379
Grant Medical College, Bombay	54	....	....	65	....	....	71
Central School Elphinstone Institution	489	12,610 15 6	25 12 8	478	16,984 8 1	35 8 6	487
Rutnagherry English School	37	1,492 15 5	40 5 7	31	1,492 14 5	46 11 4	51
Tanna ditto	95	731 6 9	7 6 0	101	737 11 6	7 2 0	106
Bombay, Fort Branch.	125	2,680 0 0	21 0 0	126	2,803 0 0	22 0 0	129
Mumbadavee, English School	84	2,410 0 0	28 0 0	96	2,664 0 0	27 0 0	83
Kavel, ditto	..	....	....	..	....	....	..
Poona, ditto	..	....	....	..	....	....	..
Sattara, ditto	..	....	....	..	....	....	..
Nuggur, ditto	51	2,538 3 0	49 12 4	53	2,539 8 0	47 14 6	51
Dhoolia, ditto	..	....	....	89	965 2 2	10 13 6	84
Sholapore, ditto	..	....	....	..	....	....	..
Dharwar, ditto	30	915 0 0	30 8 0	35	915 0 0	26 2 3	40
Yewla, ditto†	..	....	....	..	....	....	..
Sungumnere, ditto†	..	....	....	..	....	....	..
Errundole, ditto†	..	....	....	..	....	....	..
Phulton, ditto	..	....	....	..	....	....	..
Surat, ditto	..	....	....	..	....	....	382
Ahmedabad, ditto	..	....	....	..	....	....	176
Kaira, ditto	..	....	....	..	....	....	..
Broach, ditto	..	....	....	..	....	....	62
Neriad, ditto	..	....	....	..	....	....	..
Deesa, ditto	..	....	....	..	....	....	..
Rajkote, ditto	..	....	....	..	....	....	..
Bhownuggur, ditto	..	....	....	..	....	....	..
Pahlunpoor, ditto	..	....	....	..	....	....	..
Junaghur, Anglo-Vernacular School	..	....	....	..	....	....	..
Godra, ditto	..	....	....	..	....	....	..

* The figures in these columns differ slightly from the corresponding figures

† These schools have only English Departments, and which were established after the close of the year 1855-56.

12.

of Education at each Institution for the last Five Years.

1854-55.*				1855-56.*				1856-57.			
Total Cost.			Cost of each Pupil's Education.	Average Attendance.	Total Cost.		Cost of each Pupil's Education.	Average Attendance.	Total Cost.		Cost of each Pupil's Education.
Rs.	a.	p.	Rs. a. p.		Rs.	a. p.	Rs. a. p.		Rs.	a. p.	Rs. a. p.
30,636	15	10	414 0 3	72	26,711	5 6	370 15 10	48	37,954	3 6	882 10 6
35,986	9	9	94 15 3	402	35,397	4 6	88 0 10	395	35,263	7 6	89 4 4
27,803	4	0	....	68	25,679	7 6	....	68	26,707	6 2	....
14,888	13	0	30 9 2	519	13,240	11 11	25 8 2	492	15,606	14 11	31 11 6
1,628	4	8	31 14 10	77	1,580	0 0	25 3 1	79	1,825	9 4	23 1 9
1,328	10	6	12 4 0	100	1,200	0 0	12 0 0	73	1,200	0 0	16 7 0
3,172	0	0	24 0 0	172	3,433	0 0	20 0 0	190	3,584	0 0	18 13 10
2,695	0	0	32 0 0	56	2,010	0 0	36 0 0	44	1,613	0 0	36 10 6
....			....	44	1,011	0 0	23 0 0	49	1,014	0 0	20 11 1
....			....	..	....		....	132	2,307	12 4	17 6 4
....			....	73	1,559	8 0	15 0 0	84	1,586	6 6	18 11 2
2,537	0	0	49 11 8	56	2,630	0 0	46 15 5	49	2,686	9 8	54 13 3
1,619	0	0	19 4 4	93	1,520	6 0	16 6 6	63	1,487	13 6	23 9 10
....			....	40	1,177	11 6	29 7 1	42	1,236	8 0	29 6 4
915	0	0	22 14 0	46	967	13 0	21 0 7	40	934	1 0	23 5 7
....			....	..	....		....	24	687	12 0	28 10 6
....			....	..	....		....	22	361	1 0	16 6 7
....			....	..	....		....	14	636	7 8	45 7 5
109	14	0	15 11 1	9	211	1 0	23 7 3	10	183	15 0	18 6 3
7,955	0	10	20 13 2	296	7,983	2 6	26 15 6	369·36	7,347	5 7	20 0 0
4,464	1	9	25 5 3	120	4,763	15 2	39 0 9	143·18	5,037	9 5	35 2 11
....			....	..	....		....	25·91	1,324	3 9	51 1 9
1,408	2	9	22 11 5	47	1,252	3 7	26 10 3	71·18	1,471	10 9	20 10 10
....			....	..	....		....	15·83	224	1 4	14 2 6
....			....	..	....		....	37	....‡		....‡
....			....	53	3,240	0 0	61 2 1	58·17	4,265	0 2	73 5 1
....			....	17	....		....	21·9	1,114	5 0	52 13 5
....			....	15	480	0 0	32 0 0	12	480	0 0	40 0 0
....			....	46	1,680	0 0	36 8 4	42·8	351	11 6	8 5 5
....			....	67	198	13 11	2 15 6	39	220	3 7	5 10 4

In the Report for 1855-6. They may now be accepted as nearly correct.

‡ The schoolmaster not having drawn his pay for the period, the columns marked ‡ cannot be filled up. Vide Table 3.

Colleges and Schools.	1852-53. Average Attendance.	1852-53. Total Cost.	1852-53. Cost of each Pupil's Education.	1853-54. Average Attendance.	1853-54. Total Cost.	1853-54. Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Engineer School at Bombay	..	....	....	..	....	....	7·34
Ditto Poona	..	....	....	..	....	....	31
Ditto Kurrachee..	..	....	....	..	....	....	..
Mechanical School at Poona	..	....	....	..	....	....	..
Candidate Class at Dharwar	..	....	....	..	....	....	..
1st Normal Class, Surat	..	....	....	..	....	....	..
2nd ditto ditto	..	....	....	..	....	....	..
1st ditto, Ahmedabad.	..	....	....	..	....	....	..
2nd ditto ditto ..	..	....	....	..	....	....	..
Normal Class at Rajkote	..	....	....	..	....	....	..
Law Classes, Bombay.	..	....	....	..	....	....	..
Photography Class, Bombay	..	....	....	..	....	....	..
Mumbadavee, Guzerathee School	117	1,781 0 0	15 0 0	92	1,772 0 0	19 0 0	153
Bombay, Hindustanee ditto	13	382 0 0	29 6 2	12	381 0 0	31 12 0	10
Panwell, Hindustanee ditto	43	247 8 0	5 8 4	25	120 0 0	4 12 9	30
Tanna, Portuguese, do.	..	300 0 0	....	..	300 0 0	....	..
Tanna, Murathee do.	91	347 0 0	3 13 4	97	331 0 0	3 6 7	96
Bombay, Kavel, ditto.	141	1,745 3 6	12 6 0	99	1,738 14 11	17 9 0	87
Kallian, ditto	92	207 0 0	3 1 10	153	300 14 0	1 15 5	189
Panwell, Murathee do.	72	306 0 0	4 4 0	93	323 4 0	3 7 7	132
Bassein, ditto	78	216 0 0	2 12 3	79	221 4 0	2 12 9	75
Bombay, Withalwadee, ditto	51	407 3 6	7 15 9	39	400 14 11	10 4 6	51
Bombay, Amerchundwadee, ditto.....	93	612 4 9	6 8 11	79	636 14 11	8 0 11	112
Mahar, ditto	59	174 10 0	2 15 4	75	208 4 0	2 12 5	61
Mahim, ditto	110	256 9 7	2 5 4	124	460 13 5	3 11 5	117
Bombay, Mahim, do.	27	143 9 6	5 5 1	30	140 7 5	4 10 11	30
Oorun, ditto	..	....	....	..	....	....	71
Palaspeh, ditto	..	....	....	..	....	....	37
Gulsunda, ditto	..	....	....	..	....	....	17
Kuradeh, ditto	..	....	....	..	....	....	..
Gorai	..	....	....	..	....	....	..

1854-55.						1855-56.						1856-57.					
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.
1,292	11	1	176	1	9	13	2,149	6	8	165	5	5	14	3,453	7	8	246	10	10
3,094	2	4	99	13	0	41	4,060	5	10	99	0	6½	38	5,037	4	11	132	8	11
....			....			11	788	10	8	71	11	2	20	3,121	12	0	156	1	5
....			....			53	2,974	4	4	52	11	6	25	5,078	10	4	203	2	4
....			....			9	59	1	3	6	9	0	13	469	1	1	36	1	4
....			....			13	1,608	8	0	123	11	8	13	1,543	1	11	118	11	2
....			....			10	127	11	10	12	12	5	12	450	15	4	37	9	3
....			....			..	....			....			15	237	2	6	15	13	0
....			....			10	99	10	10	9	15	6	9	324	15	5	36	1	8
....			....			..	....			....			4	146	12	9	36	11	2
....			....			46	3,600	0	0	78	4	2	34	8,477	0	0	249	5	2
....			....			39	1,200	0	0	30	12	4	62	1,400	0	0	22	9	3
1,390	0	0	9	0	0	144	714	0	0	5	0	0	127	707	0	0	5	9	1
372	0	0	37	3	2	9	380	0	0	42	3	6	9	384	0	0	42	10	8
240	0	0	8	0	0	32	240	0	0	7	8	0	33	243	8	0	7	6	0
300	0	0	....			50	300	0	0	6	0	0	56	300	0	0	5	5	8
281	7	7	2	14	11	94	376	10	8	4	0	1	126	407	1	6	3	3	8
1,188	8	0	13	10	6	94	1,146	0	0	12	3	0	103	1,130	8	0	10	15	7
341	6	0	2	5	4	213	414	0	0	1	15	1	226	486	10	11	2	2	5
331	12	0	2	5	9	138	379	0	0	2	11	11	131	437	14	5	3	5	5
290	8	0	3	13	11	116	276	0	0	2	6	1	126	269	9	8	2	2	8
384	4	2	7	8	6	57	390	0	0	6	13	5	62	364	8	0	5	12	1
669	12	0	5	15	8	185	606	0	0	3	4	4	201	749	13	0	3	11	8
239	14	0	3	14	8	110	234	0	0	2	2	0	89	246	15	0	2	12	2
304	12	0	2	9	8	129	270	0	0	2	1	6	131	273	8	11	2	1	4
132	2	1	4	6	5	21	150	0	0	7	2	3	18	122	8	0	8	12	0
73	12	0	1	0	7	77	201	6	0	2	9	10	70	160	15	0	2	4	9
22	1	10	0	9	7	50	180	3	0	3	9	7	46	147	3	8	3	3	2
10	0	7	0	9	5	40	223	10	0	5	9	2	34	128	8	0	3	12	5
....			....			25	187	10	0	7	8	1	22	136	12	0	6	3	5
....			....			17	245	1	0	14	6	8	24	161	9	9	6	13	7

Colleges and Schools.	1852-53. Average Attendance.	Total Cost.	Cost of each Pupil's Education.	1853-54. Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Mora, Murathee School	..	....	....	..	....	....	..
Khalapoor, ditto	..	....	....	..	....	....	..
Joou, ditto	..	....	....	..	....	....	..
Moorbar, ditto	..	....	....	..	....	....	..
Dahanoo, ditto	..	....	....	..	....	....	..
Tarapur, ditto	..	137 8 0	....	..	....	....	..
Bombay Worlee, do	..	....	....	..	....	....	..
Raveh, ditto	..	....	....	..	....	....	..
Belapoor, ditto	..	....	....	..	....	....	..
Nateh, ditto	..	....	....	..	....	....	..
Nagotna, ditto	..	....	....	..	....	....	..
Campolee, ditto	..	....	....	..	....	....	..
Dehri, ditto	..	....	....	..	....	....	..
Chouk, ditto	..	....	....	..	....	....	..
Sai, ditto	..	....	....	..	....	....	..
So, ditto	..	....	....	..	....	....	..
Sheroshi, ditto	..	....	....	..	....	....	..
Gorhen, ditto	..	....	....	..	....	....	..
Kinowli, ditto	..	....	....	..	....	....	..
Bandora, ditto	..	....	....	..	....	....	..
Bhewndy, ditto	..	....	....	..	....	....	..
Malad, ditto	..	....	....	..	....	....	..
Penn, ditto	30	118 14 0	3 15 4	..	....	....	..
Tulah, ditto	56	150 0 0	2 10 10	22	25 0 0	1 2 2	..
Rutnagherry, No. 1 do.	125	608 1 6	4 13 10	144	660 7 1	4 9 5	184
Ditto No. 2 ditto	145	351 10 9	2 4 8	178	467 8 11	2 10 1	235
Rajapoor, ditto	79	195 9 0	2 7 5	94	200 9 0	2 2 2	102
Chiploon, ditto	107	373 14 8	3 7 10	128	379 9 8	2 14 4	156
Moorood, ditto	40	175 14 6	4 5 11	44	167 8 6	3 12 11	46
Dabhol, ditto	86	262 0 11	3 0 9	97	293 10 2	3 0 5	132
Gohagur, ditto	85	266 4 8	3 2 1	73	266 10 6	3 10 5	89
Malwan, ditto	84	205 15 8	2 7 2	98	231 3 2	2 5 8	107
Hurnai, ditto	59	256 6 10	4 5 6	64	245 8 7	3 13 2	90
Someshwer, ditto	44	267 6 3	5 8 4	34	226 0 4	6 8 10	31
Khed, ditto	62	201 7 0	3 3 7	79	208 10 11	2 10 3	92
Palgud, ditto	39	246 13 7	6 3 5	46	199 10 9	4 4 8	54
Vingorla, ditto	83	278 13 0	3 5 8	84	285 7 10	3 6 4	84
Panwas, ditto	47	178 14 3	3 9 10	48	186 12 2	3 13 11	62
Jalgaum, ditto	58	219 12 0	3 9 0	62	174 15 11	2 13 2	68
Palsett, ditto	32	181 7 6	5 10 10	39	173 14 9	4 7 1	50
Anjenwell, ditto	35	179 13 5	5 1 0	36	185 9 6	5 2 6	50

1854-55.			1855-56.				1856-57.			
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.
....			....			12	81	1	1	6	12	1
....			....			40	139	5	8	2	7	9
....			....			11	69	12	2	6	5	5
....			....			..	....			....		
....			....			..	....			....		
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....			....			..	....			....		
....			....			..	....			....		
....			....			..	....			....		
644	15	7	3	8	1	224	574	12	0	2	3	4
495	6	11	2	1	9	303	498	12	0	1	10	4
185	5	8	1	13	1	123	174	12	0	1	6	8
420	10	8	2	11	2	199	396	12	0	1	15	11
170	4	11	3	11	3	63	143	14	0	2	4	6
336	6	1	2	8	9	171	293	13	0	1	11	5
258	10	9	2	14	6	119	226	1	0	1	14	4
230	12	10	2	2	6	111	272	0	0	2	7	2
243	4	6	2	11	3	123	212	0	0	1	11	7
177	14	0	5	11	9	46	150	0	0	3	4	2
256	0	7	2	12	6	114	234	0	0	2	0	10
188	13	10	2	10	11	69	150	0	0	2	2	9
230	8	8	2	13	4	103	176	0	0	1	11	4
177	12	6	2	13	10	104	150	0	0	1	7	1
170	1	5	2	7	10	76	150	0	0	1	15	11
164	14	8	3	5	2	61	150	0	0	2	7	4
176	0	5	3	8	4	64	150	0	0	1	5	6
229			636	13	8					2	14	8
296			548	3	0					1	13	8
93			180	5	8					1	15	0
154			418	5	8					2	11	6
43			131	14	2					3	1	1
135			328	15	11					2	7	0
110			229	2	8					2	1	4
168			302	10	2					1	12	10
88			243	8	0					2	12	3
21			137	8	0					6	8	9
72			230	8	0					3	3	2
74			137	8	0					1	13	9
114			184	3	5					1	9	10
69			198	12	0					2	14	1
49			137	8	0					2	12	10
41			137	8	0					3	5	8
50			137	8	0					2	11	10

Colleges and Schools.	1852-53. Average Attendance.	Total Cost.	Cost of each Pupil's Education.	1853-54. Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Malgoond, Murathee School	79	191 12 4	2 6 10	83	234 3 2	2 15 1	98
Shiposhi, ditto	..	....	....	..	....	....	..
Dewrook, ditto	..	....	....	..	....	....	..
Arowlee and Sheroda, ditto	..	....	....	..	....	....	..
Raidee, ditto	..	....	....	..	....	....	..
Kochrey, ditto	..	....	....	..	....	....	..
Achrey, ditto	..	....	....	..	....	....	..
Dewlay, ditto	..	....	....	..	....	....	..
Ainei and Metah, do.	..	....	....	..	....	....	..
Vellas, ditto	..	....	....	..	....	....	..
Baukote, ditto	..	....	....	..	....	....	..
Veshvee, ditto	..	....	....	..	....	....	..
Dekkan Division.							
Nuggur, No. 1 School.	91	513 3 0	5 10 3	83	470 2 7	5 10 8	110
Ditto No. 2 ditto	60	368 10 0	6 2 4	55	345 0 0	6 4 4	72
Ditto No. 3 ditto	45	266 0 0	5 14 7	99	306 10 8	3 6 6	103
Ditto No. 4 ditto	..	....	....	..	....	....	28
Nassick Murathee School	133	747 4 0	5 9 11	126	539 15 3	4 4 7	153
Yewla, ditto	36	315 6 0	8 12 2	65	339 6 0	5 3 6	102
Sungumnere, ditto	86	308 13 1	3 9 5	108	376 11 9	3 7 10	109
Jamkhed, ditto	14	162 0 0	11 9 2	19	150 0 0	7 14 3	32
Akolah, ditto	59	434 2 0	7 5 9	61	423 8 5	6 15 1	86
Trimbuck, ditto	51	201 0 0	3 15 1	16	215 8 10	13 7 6	46
Raburi, ditto	36	167 1 0	4 10 3	51	150 0 0	2 15 1	48
Kotool, ditto	52	183 14 0	3 8 7	42	176 3 6	4 3 2	31
Chandore, ditto	52	201 0 0	3 13 10	72	237 13 3	3 4 10	100
Parnair, ditto	51	150 0 0	2 15 1	40	155 6 0	3 14 2	33
Rahateh, ditto	21	162 0 0	7 11 5	24	179 8 0	7 5 8	27
Sinnur, ditto	24	229 3 0	9 8 9	75	223 15 0	2 15 9	33
Kurjut, ditto	30	155 0 0	5 2 8	62	174 14 0	2 13 2	44
Dhandurphul, ditto	30	164 8 0	5 7 9	27	167 0 0	5 13 0	24
Sukeneh, ditto	23	165 0 0	7 2 9	32	171 1 0	5 5 6	31
Kopurgaum, ditto	27	165 10 0	6 2 2	30	190 13 0	6 5 9	33
Poontambeh, ditto	32	225 1 0	7 0 6	52	234 6 0	4 8 1	40
Dindoree, ditto	25	186 12 0	7 7 6	15	182 10 0	12 2 10	46
Wavee, ditto	23	166 0 0	7 3 6	29	173 8 0	5 15 9	30
Sungumnere, Hindustanee ditto	20	168 0 0	8 6 5	23	155 4 0	6 12 0	29

1854-55.						1855-56.						1856-57.					
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.
260	4	8	2	10	1	118	242	0	0	2	0	9	95	220	0	0	2	5	1
....			....			55	87	8	0	1	9	5	49	136	0	0	2	12	5
....			....			..	....			....			79	113	2	6	1	6	11
....			....			..	....			....			39	112	15	5	2	14	4
....			....			..	....			....			53	98	4	8	1	13	8
....			....			..	....			....			48	93	13	6	1	15	3
....			....			..	....			....			41	113	12	7	2	12	5
....			....			..	....			....			44	100	9	2	2	4	7
....			....			..	....			....			39	70	4	11	1	12	10
....			....			..	....			....			26	45	14	8	1	12	3
....			....			..	....			....			32	45	9	10	1	6	10
....			....			..	....			....			26	44	15	6	1	11	8
465	3	0	4	3	8	148	508	1	10	3	6	11	75	616	7	0	8	3	6
428	8	11	5	14	9	109	474	9	9	4	6	7	78	490	4	9	6	4	7
328	5	2	3	3	0	80	409	11	0	5	1	11	67	356	12	8	5	5	2
146	10	0	6	6	0	34	128	14	0	3	12	8	50	188	5	6	3	12	3
683	5	6	4	7	10	118	966	5	8	8	3	0	109	723	3	6	6	10	2
362	12	0	3	8	11	115	477	10	9	4	2	2	149	528	10	10	3	8	8
315	7	6	3	2	6	80	375	11	0	4	11	2	77	345	8	11	4	7	10
171	8	0	5	5	9	49	153	12	0	3	2	2	44	173	12	6	3	15	2
402	3	0	4	10	10	74	493	13	6	6	10	9	81	502	8	8	6	3	3
174	5	0	3	12	8	43	267	6	1	6	3	6	37	195	5	8	5	4	6
171	9	0	3	15	10	85	215	15	6	2	8	5	61	184	11	10	3	0	5
165	4	0	5	5	3	25	195	6	1	7	13	1	37	179	9	10	4	13	8
234	2	0	2	5	6	106	325	7	6	3	1	2	94	260	11	9	2	12	4
183	0	0	4	13	1	65	210	7	11	3	3	10	59	167	3	11	2	13	4
151	15	1	5	10	0	28	220	0	4	7	13	8	26	162	8	6	6	4	0
186	9	5	5	10	6	55	316	13	9	5	12	2	60	332	12	6	5	8	9
179	4	3	4	1	2	39	212	8	0	5	7	2	30	170	0	6	5	10	8
158	13	6	6	9	11	24	199	15	0	8	5	3	23	163	2	6	7	1	6
155	9	0	4	9	2	44	216	13	0	4	14	10	44	163	7	6	3	11	5
150	8	0	4	9	0	51	210	15	3	4	2	2	48	185	14	0	3	13	11
210	0	0	5	4	0	57	275	15	6	4	13	3	59	256	8	0	4	5	6
158	14	0	3	7	3	27	219	1	3	8	1	10	37	171	13	6	4	10	3
165	1	0	5	8	0	27	184	4	6	6	13	2	26	160	1	0	6	2	6
152	8	0	5	4	2	29	166	5	0	5	11	9	30	160	7	0	5	5	7

Colleges and Schools.	1852-53. Average Attendance.	1852-53. Total Cost.	1852-53. Cost of each Pupil's Education.	1853-54. Average Attendance.	1853-54. Total Cost.	1853-54. Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Korhaleh, Murathee School	30	159 12 0	5 5 1	40	178 14 0	4 7 6	37
Khurda, ditto	21	158 2 0	7 8 6	29	168 1 10	5 12 9	23
Akolnair, ditto	..	....	....	..	....	....	19
Ambeh, ditto	..	....	....	..	....	....	15
Vinchoor, ditto	..	....	....	..	....	....	9
Sykheday, ditto	..	....	....	..	....	....	..
Dhodumbeh, ditto	..	....	....	..	....	....	..
Bhingar, ditto	..	....	....	..	....	....	..
Sykheday, Hindustanee ditto	..	....	....	..	....	....	..
Pimpulgaum, Murathee ditto	..	....	....	..	....	....	..
Nuggursool, ditto	..	....	....	..	....	....	..
Errandgaum, ditto	..	....	....	..	....	....	..
Mukhed, ditto	..	....	....	..	....	....	..
Andersool, ditto	..	....	....	..	....	....	..
Niphad, Hindustanee ditto	..	....	....	..	....	....	..
Dhamangaum, Murathee ditto	..	....	....	..	....	....	..
Ozur, Hindustanee do.	..	....	....	..	....	....	..
Indoree, Murathee do.	..	....	....	..	....	....	..
Ghodnuddee, ditto	..	....	....	..	....	....	..
Mohadee, ditto	..	....	....	..	....	....	..
Thangaum, ditto	..	....	....	..	....	....	..
Sumserpoor, ditto	..	....	....	..	....	....	..
Yewla, ditto (female)	..	....	....	..	....	....	..
Newassa, ditto	..	....	....	..	....	....	..
Mahegaum, ditto	..	....	....	..	....	....	..
Wurkhed, ditto	..	....	....	..	....	....	..
Kokumthan, ditto	..	....	....	..	....	....	..
Pengiree, ditto	..	....	....	..	....	....	..
Sumvutsur, ditto	..	....	....	..	....	....	..
Munjoor, ditto	..	....	....	..	....	....	..
Khedgaum, ditto	..	....	....	..	....	....	..
Wunnee, ditto	..	....	....	..	....	....	..
Dubere, ditto	..	....	....	..	....	....	..
Yewla, Hindustanee ditto	..	....	....	..	....	....	..
Nagdee, Murathee do.	..	....	....	..	....	....	..
Wakdee, ditto	..	....	....	..	....	....	..

1854-55.			1855-56.				1856-57.			
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.
163	0	0	4	6	6	40	197	11	6	4	15	1	32	161	3	8	5	0	7
178	0	0	7	11	10	74	184	8	0	2	7	11	45	192	5	0	4	4	6
88	0	0	3	8	4	30	236	9	6	7	14	2	28	218	9	6	7	12	11
55	10	8	2	10	11	15	132	11	6	8	13	6	13	144	14	9	11	2	4
120	0	0	1	5	10	77	374	3	5	4	4	9	90	319	11	0	3	8	10
....			....			54	185	11	0	3	7	0	45	201	11	0	4	7	9
....			....			19	92	8	0	7	3	11	24	138	10	7	5	12	0
....			....			27	94	4	0	3	7	11	26	126	0	0	4	13	6
....			....			6	8	0	0	1	5	4	12	117	2	0	9	12	2
....			....			..	....			....			43	369	13	6	8	9	7
....			....			..	....			....			20	260	10	0	13	6	0
....			....			..	....			....			14	181	4	0	12	15	2
....			....			..	....			....			20	250	9	10	12	8	5
....			....			..	....			....			39	321	4	10	8	3	7
....			....			..	....			....			17	153	5	5	9	0	4
....			....			..	....			....			20	189	5	7	9	7	6
....			....			..	....			....			12	157	5	7	13	1	7
....			....			..	....			....			29	194	13	8	6	11	5
....			....			..	....			....			37	212	9	2	6	7	1
....			....			..	....			....			22	265	15	8	12	1	5
....			....			..	....			....			22	185	8	1	8	6	10
....			....			..	....			....			18	180	2	4	10	0	1
....			....			..	....			....			6	136	7	4	22	11	10
....			....			..	....			....			69	339	13	9	4	14	9
....			....			..	....			....			14	169	11	9	12	1	11
....			....			..	....			....			23	165	0	5	7	2	9
....			....			..	....			....			20	149	1	4	7	7	3
....			....			..	....			....			20	166	8	9	8	5	2
....			....			..	....			....			16	162	4	0	10	2	3
....			....			..	....			....			18	145	2	6	8	1	0
....			....			..	....			....			17	216	4	3	12	11	6
....			....			..	....			....			29	408	0	9	14	1	1
....			....			..	....			....			18	152	6	0	8	7	5
....			....			..	....			....			79	234	13	0	2	2	2
....			....			..	....			....			38	211	5	6	5	9	0
....			....			..	....			....			23	220	1	6	9	9	1

Colleges and Schools.	1852-53. Average Attendance.	Total Cost.	Cost of each Pupil's Education.	1853-54. Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Khopdee, Murathee School	..	....	....	..	....	....	..
Nassick No. 1, Hindustanee ditto	..	....	....	..	....	....	..
Niphad, Murathee do.	..	....	....	..	....	....	..
Karsool, ditto	..	....	....	..	....	....	..
Nassick No. 2, Hindoostanee ditto	..	....	....	..	....	....	..
Ozur, Murathee ditto	..	....	....	..	....	....	..
Nandoor Mudmeshwur, ditto	..	....	....	..	....	....	..
Palkhed, ditto	..	....	....	..	....	....	..
Pimpulgaum, Hindoostanee ditto	..	....	....	..	....	....	..
Vinchoor, ditto	..	....	....	..	....	....	..
Jowlee, Murathee do.	..	....	....	..	....	....	..
Yewla, Sanskrit do.	..	....	....	..	....	....	..
Vinchoor (Low Caste) ditto	..	....	....	..	....	....	..
Kumbephul, Murathee ditto	..	....	....	..	....	....	..
Pangree, ditto	..	....	....	..	....	....	..
Sukeneh, Hindustanee ditto	..	....	....	..	....	....	..
Wudagli, Murathee ditto	..	....	....	..	....	....	..
Nandoordee, ditto	..	....	....	..	....	....	..
Oogaum, ditto	..	....	....	..	....	....	..
Dhulgaum, ditto	..	....	....	..	....	....	..
Pimperee, ditto	..	....	....	..	....	....	..
Chandore, Hindustanee, ditto	..	....	....	..	....	....	..
Rajapoor, Murathee ditto	..	....	....	..	....	....	..
Nimone, ditto	..	....	....	..	....	....	29
Bharum, ditto	..	....	....	..	....	....	..
Dhotra, ditto	..	....	....	..	....	....	..
Dhoolia, ditto	94	579 8 9	6 4 8	104	526 5 11	5 1 0	135
Errundole, ditto	50	274 12 0	5 7 11	68	228 4 7	3 5 9	108
Jawnair, ditto	18	180 0 0	10 0 0	38	190 0 0	5 0 0	42
Malegaum, ditto	69	272 0 0	3 15 1	84	270 0 0	3 3 5	115
Nampoor, ditto	7	166 12 3	23 13 2	39	150 0 0	3 13 6	77

1854-55.		1855-56.			1856-57.		
Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
....	....	..	....	....	12	149 11 10	12 7 7
....	....	..	....	....	18	139 6 2	7 11 10
....	....	..	....	....	37	235 13 9	6 5 11
....	....	..	....	....	16	207 15 4	9 13 11
....	....	..	....	....	31	131 10 6	6 2 11
....	....	..	....	....	48	263 1 6	5 7 8
....	....	..	....	....	26	207 13 6	7 15 6
....	....	..	....	....	19	213 2 0	11 3 5
....	....	..	....	....	17	108 5 6	6 5 11
....	....	..	....	....	21	135 14 0	6 7 6
....	....	..	....	....	18	152 15 8	8 7 11
....	....	..	....	....	10	108 14 10	10 14 3
....	....	..	....	....	18	100 15 7	5 9 9
....	....	..	....	....	9	156 3 0	17 5 8
....	....	..	....	....	12	141 6 8	11 12 6
....	....	..	....	....	14	133 12 0	9 8 10
....	....	..	....	....	26	197 14 0	7 9 9
....	....	..	....	....	13	213 1 6	16 6 3
....	....	..	....	....	14	214 5 0	15 4 11
....	....	..	....	....	19	108 7 6	5 11 8
....	....	..	....	....	17	116 11 2	6 13 10
....	....	..	....	....	38	169 8 5	4 7 4
....	....	..	....	....	16	81 3 6	5 1 2
61 9 10	2 2 0	15	137 13 6	9 3 0	16	99 0 10	6 3 7
....	....	..	....	....	17	84 8 0	4 15 6
....	....	..	....	....	12	77 6 6	6 7 2
518 14 0	3 13 6	132	617 12 6	4 10 10	136	567 5 0	4 9 2
251 11 0	2 5 3	118	301 3 6	2 8 11	94	230 4 5	3 8 3
194 5 6	4 10 0	40	196 4 0	4 14 6	64	199 15 0	3 2 0
328 3 3	2 13 8	74	439 15 0	5 15 2	79	408 7 4	5 2 8
156 11 9	2 0 7	65	194 2 6	2 15 10	58	168 5 0	2 14 5

Colleges and Schools.	1852-53. Average Attendance.	Total Cost.	Cost of each Pupil's Education.	1853-54. Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Betawud, Murathee School	19	168 0 9	8 13 6	16	171 10 5	10 11 8	25
Jykheday, ditto	19	150 0 0	7 14 4	15	150 5 0	10 0 4	27
Asseergur, ditto	50	252 0 0	5 0 8	48	350 0 0	7 4 8	64
Julgaum, ditto	..	....	....	..	....	....	..
Nundoorbar, ditto	..	....	....	..	....	....	..
Nusserabad, ditto	..	....	....	..	....	....	..
Yawul, ditto	..	....	....	..	....	....	..
Nuggurdewlee, do,	..	....	....	..	....	....	..
Bhudgaum, ditto	..	....	....	..	....	....	..
Nanded, ditto	..	....	....	..	....	....	..
Jhodgeh, ditto	..	....	....	..	....	....	..
Theugudy, ditto	..	....	....	..	....	....	..
Dhurrungaum, ditto	..	....	....	..	....	....	..
Umbarnee, ditto	..	....	....	..	....	....	..
Shirpoor, ditto	..	....	....	..	....	....	..
Sindkhed, ditto	..	....	....	..	....	....	..
Lonere, ditto	..	....	....	..	....	....	..
Bhudgaum, Hindustanee ditto	..	....	....	..	....	....	..
Errundole, No. 2, do	..	....	....	..	....	....	..
Shirpoor, ditto	..	....	....	..	....	....	..
Sowda, Murathee do	..	....	....	..	....	....	..
Errundole, No. 1, Hindustanee ditto	..	....	....	..	....	....	..
Dhurrungaum, ditto	..	....	....	..	....	....	..
Poona, No. 1	76	430 0 9	5 10 6	133	642 5 0	4 13 3	161
Poona, No. 2	50	323 0 0	6 7 4	..	....	....	..
Poona, No. 3	83	216 0 0	2 9 8	85	256 0 0	3 0 2	55
Poona, No. 4	115	346 14 11	3 0 3	105	385 6 6	3 10 9	131
Junner, Murathee do	82	300 5 4	3 10 6	69	302 0 0	4 6 0	76
Indapoor, ditto	24	261 4 3	10 14 2	41	153 0 0	3 11 9	53
Saswad, ditto	38	254 12 0	6 11 3	49	233 0 0	4 12 1	56
Tullegaum Dhumdheray, ditto	39	186 0 0	4 12 3	59	192 6 0	3 4 2	53
Supe, ditto	36	153 0 0	4 4 0	39	169 0 0	4 5 4	34
Khed, ditto	40	189 0 0	4 12 0	42	188 0 0	4 7 7	36
Ghode, ditto	44	188 5 0	4 4 6	35	186 10 0	5 5 4	32
Chinchwud, ditto	37	150 0 0	4 0 10	56	172 0 0	3 1 2	57
Powd, ditto	23	136 8 4	5 15 0	25	141 1 0	5 10 3	26
Chass, ditto	26	163 1 0	6 4 4	27	156 0 0	5 12 5	25
Shivapoor, ditto	30	158 0 0	5 4 3	34	150 0 0	4 6 7	36

1854-55.						1855-56.						1856-57.					
Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.		
Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.
156	9	2	6	4	2	63	193	1	0	3	1	0	55	183	11	0	3	5	5
150	0	0	5	8	11	28	180	12	6	6	7	4	29	161	3	0	5	8	11
360	0	0	5	10	0	58	373	0	0	6	6	11	51	365	12	6	7	2	9
....			....			48	184	2	2	3	13	5	52	202	4	6	3	14	3
....			....			63	100	4	0	1	9	6	107	943	9	6	8	13	1
....			....			..	....			....			79	413	9	0	5	3	9
....			....			..	....			....			102	413	0	0	4	0	9
....			....			..	....			....			42	298	0	8	7	1	6
....			....			..	....			....			32	509	7	8	15	14	8
....			....			..	....			....			53	211	11	6	3	15	11
....			....			..	....			....			14	200	2	9	14	4	9
....			....			..	....			....			23	181	0	2	7	13	11
....			....			..	....			....			76	543	10	8	7	2	5
....			....			..	....			....			16	205	1	3	12	13	1
....			....			..	....			....			51	221	15	6	4	5	7
....			....			..	....			....			34	292	9	2	8	9	5
....			....			..	....			....			17	185	3	8	10	14	4
....			....			..	....			....			9	125	4	8	13	2	4
....			....			..	....			....			23	139	3	11	6	0	10
....			....			..	....			....			16	119	2	0	7	7	0
....			....			..	....			....			64	218	6	6	3	6	7
....			....			..	....			....			18	30	0	7	1	10	8
....			....			..	....			....			9	34	11	4	3	13	8
649	9	5	4	0	6	181	978	8	0	5	6	6	176	909	6	7	5	2	6
....			....			..	....			....			95	289	9	5	3	0	9
266	0	0	4	13	5	86	373	14	0	4	5	7	163	515	1	8	3	2	3
360	0	0	2	12	0	167	555	12	0	3	5	3	..	....			....		
367	4	4	4	13	4	78	395	0	0	5	1	0	100	367	11	10	3	10	2
205	0	0	3	13	10	26	193	8	0	7	7	1	95	167	13	1	3	11	3
258	3	0	4	9	9	63	346	1	5	5	7	11	60	329	6	0	5	7	4
200	11	0	3	12	7	56	179	8	0	3	3	3	59	234	4	6	3	15	2
176	2	0	5	2	11	46	194	15	2	4	3	10	39	258	0	9	6	8	5
201	3	0	5	9	5	54	267	8	0	4	15	3	68	229	13	0	3	5	10
221	1	0	6	14	6	39	214	8	0	5	8	0	45	200	2	10	4	5	11
184	12	0	3	3	10	71	195	6	0	2	12	0	69	211	8	6	3	0	7
155	1	0	5	15	5	37	184	8	9	4	15	9	29	158	13	0	5	5	3
165	0	0	6	9	7	27	175	10	0	6	8	1	40	166	2	6	4	2	6
171	7	0	4	12	2	39	156	7	6	4	0	2	37	166	3	0	4	6	6

Colleges and Schools.	1852-53.			1853-54.			
	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Pimpulwundi, Murathee School.....	25	192 10 8	7 11 4	23	216 11 6	9 6 9	24
Hivrah, ditto	32	158 0 0	4 15 0	28	172 14 0	6 2 9	20
Kudoos, ditto	44	198 10 0	4 8 3	44	212 7 8	4 13 3	55
Awasury Koord, do..	35	169 0 3	4 13 3	34	165 2 6	4 13 9	28
Chakan, ditto	53	169 0 0	3 3 0	52	189 11 9	3 10 5	25
Baramuttee, ditto ..	56	175 0 0	3 2 0	102	153 0 0	1 8 0	101
Boree, ditto.....	..	....	....	..	....	....	18
Indapoor, Hindustanee ditto	..	....	....	..	....	....	14
Baramuttee, ditto ...	..	....	....	..	....	....	21
Kullus, Murathee do.	..	....	....	..	....	....	13
Kewla, ditto	..	....	....	..	....	....	25
Narayengaum, ditto..	..	....	....	..	....	....	..
Pullusdeo, ditto	..	....	....	..	....	....	..
Dingoree, ditto	..	....	....	..	....	....	..
Anneh, ditto	..	....	....	..	....	....	..
Rajoree, ditto	..	....	....	..	....	....	..
Katias' Wadi, ditto..	..	....	....	..	....	....	..
Tullegaum (Dhabadia's), ditto.....	..	....	....	..	....	....	..
Munchur, ditto	..	....	....	..	....	....	..
Junere, Hindustanee ditto	..	....	....	..	....	....	..
Pimpree Pendhar, Murathee ditto ..	..	....	....	..	....	....	..
Ewut, ditto	..	....	....	..	....	....	..
Awasury (Budruk), ditto.....	..	....	....	..	....	....	..
Churolee, ditto	..	....	....	..	....	....	..
Wadeh, ditto	..	....	....	..	....	....	..
Wudgaum, ditto....	..	....	....	..	....	....	..
Nimbgaum, ditto ..	..	....	....	..	....	....	..
Ottoor, ditto	..	....	....	..	....	....	..
Kurkoombeh, ditto..	..	....	....	..	....	....	..
Pimpulgaum,.ditto..	..	....	....	..	....	....	..
Buhool, ditto	..	....	....	..	....	....	..
Pimpleh, ditto	..	....	....	..	....	....	..
Mahaloongay, ditto..	..	....	....	..	....	....	..
Nighojay, ditto	..	....	....	..	....	....	..
Chandoolee, ditto ..	..	....	....	..	....	....	..
Allundee, ditto	..	....	....	..	....	....	..

1854-55.			1855-56.			1856-67.		
Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
329 1 4	13 11 5	31	219 7 2	7 1 3	29	202 5 2	6 14 5
159 0 0	7 15 2	23	167 10 0	7 4 7	21	157 11 6	7 5 11
225 8 0	4 1 7	61	272 4 0	4 7 5	74	220 15 0	2 15 8
182 0 11	6 8 0	34	208 1 8	6 1 11	40	189 10 4	5 11 2
184 11 9	7 6 3	31	225 3 1	7 4 2	28	200 7 4	6 15 9
226 12 1	2 3 11	157	373 12 0	2 6 1	118	341 5 7	2 13 9
76 6 0	4 3 11	11	123 0 0	11 2 11	10	130 2 0	12 2 6
72 0 0	5 2 3	14	133 4 0	9 8 3	11	122 10 6	10 9 1
60 8 0	2 14 1	17	134 4 0	7 14 4	14	122 8 0	8 8 0
57 1 5	4 6 3	18	144 15 0	8 0 10	18	128 15 6	7 2 10
40 0 0	1 9 7	26	138 1 0	5 5 0	21	129 2 0	5 15 2
....	....	32	188 3 6	5 14 1	77	209 0 8	2 11 3
....	....	45	255 15 8	5 11 0	41	194 9 6	4 11 3
....	....	38	190 1 4	5 0 1	27	125 5 0	4 9 7
....	....	19	175 6 6	9 3 9	12	126 2 6	9 11 2
....	....	37	182 5 1	4 14 10	35	127 15 6	3 9 0
....	....	9	129 13 10	14 6 10	15	126 15 6	8 1 2
....	....	39	120 6 0	3 1 4	33	314 8 0	9 4 5
....	....	11	102 15 4	9 5 9	16	193 8 10	11 9 5
....	....	27	10 15 6	0 6 6	35	127 5 6	3 9 7
....	....	20	89 9 2	4 7 8	13	131 0 6	9 8 11
....	....	7	88 14 8	12 11 3	14	129 6 6	9 13 11
....	....	15	87 4 0	5 13 1	20	135 7 0	6 10 6
....	....	24	4 0 0	0 2 8	37	187 13 6	5 3 7
....	....	..	....	....	33	191 11 6	5 11 3
....	....	..	....	....	45	252 1 8	5 9 0
....	....	..	....	....	20	197 2 4	9 6 10
....	....	..	....	....	30	370 3 7	12 2 0
....	....	..	....	....	16	190 14 6	11 8 0
....	....	..	....	....	15	186 11 3	12 3 2
....	....	..	....	....	11	182 8 9	6 4 9
....	....	..	....	....	12	184 13 3	15 4 4
....	....	..	....	....	10	173 4 5	16 13 1
....	....	..	....	....	12	174 14 5	13 10 6
....	....	..	....	....	13	175 11 8	12 14 4
....	....	..	....	....	22	124 8 0	5 9 7

Colleges and Schools.	1852-53. Average Attendance.	Total Cost. Rs. a. p.	Cost of each Pupil's Education. Rs. a. p.	1853-54. Average Attendance.	Total Cost. Rs. a. p.	Cost of each Pupil's Education. Rs. a. p.	Average Attendance.
Donegay, Murathee School	..	....	....	..	....	....	..
Veeheer, ditto	24	60 0 0	2 8 0	22	60 0 0	2 11 8	19
Jogodee, ditto	4	11 15 11	2 15 11	..	....	....	..
Jejooree, ditto.....	63	180 0 0	2 13 9	64	209 10 2	3 4 5	90
Saswad, ditto.....	19	72 0 0	3 12 8	23	72 0 0	3 2 1	20
Pargaum, ditto	20	60 0 0	3 0 0	17	65 0 0	3 13 2	23
Bopgaum, ditto	14	54 0 0	3 13 9	14	55 12 0	3 15 9	13
Deweh, ditto	11	62 5 3	5 10 8	18	60 0 0	3 5 4	18
Rajoree, ditto.....	15	48 0 0	3 3 2	17	48 0 0	2 13 2	14
Pangray, ditto	16	48 0 0	3 0 0	15	47 15 0	3 3 2	20
Shivree, ditto.....	14	54 0 0	3 13 9	14	50 8 0	3 9 9	9
Ekhutpoor, ditto ..	22	54 0 0	2 7 3	24	55 12 0	2 5 2	27
Pingoree, ditto	8	48 0 0	6 0 0	11	48 0 0	4 5 10	9
Jadhao's Wadee, ditto.....	23	48 0 0	2 1 5	21	49 12 0	2 5 11	21
Kikvee, ditto	16	47 14 0	2 15 11	12	50 12 5	4 3 8	16
Sonoree, ditto.....	17	72 0 0	4 3 9	18	73 12 0	4 1 7	18
Modway, ditto	14	60 0 0	4 4 7	14	57 6 9	4 1 8	14
Jeoor, ditto.....	12	48 0 0	4 0 0	23	20 0 0	0 13 11	..
Goolooncherry, ditto	15	55 0 0	3 10 8	19	58 11 2	3 1 5	26
Kurunjay, ditto	8	65 7 6	8 2 11	11	8 6 11	0 12 3	..
Pundaree, ditto	15	54 0 0	3 9 7	17	54 0 0	3 2 10	27
Bhivdee, ditto	8	20 0 0	2 8 0	..	....	....	..
Guradey, ditto	20	72 0 0	3 9 7	19	72 0 0	3 12 8	18
Kodit, ditto	16	71 12 0	4 7 9	17	73 12 0	4 5 5	42
Pande, ditto	7	44 0 0	6 4 7	..	....	....	..
Chamblee, ditto....	17	54 0 0	3 2 10	16	54 0 0	3 6 0	20
Khore, ditto	18	48 0 0	2 10 8	12	49 12 0	4 2 4	6
Chopduz, ditto	17	48 0 0	2 13 2	17	48 0 0	2 13 2	15
Rajewadi, ditto	11	47 8 0	4 5 1	14	48 0 0	3 6 10	15
Loonee, ditto	18	66 0 0	3 10 8	20	73 0 0	3 10 5	24
Hargoodee, ditto ..	6	44 0 0	7 5 4	..	....	....	..
Moorrum, ditto	15	66 0 0	4 6 5	21	67 12 0	3 3 7	21
Anjungaum, ditto ..	13	50 11 4	3 14 5	10	29 8 0	2 15 2	..
Ambe (Khurd), ditto.....	16	54 0 0	3 6 0	17	54 0 0	3 2 10	18
Lonodee, ditto	10	50 8 0	5 0 10	13	48 0 0	3 11 1	9
Waleh, ditto	57	96 0 0	1 10 11	62	128 1 7	2 1 1	74
Belsur, ditto	27	65 0 0	2 6 6	26	67 12 0	2 9 8	27
Pimple, ditto	1	4 7 5	4 7 5	..	....	....	..

1854-55.		1855-56.			1856-57.		
Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
....	....	..	....	....	13	104 6 6	8 0 6
64 5 0	3 6 2	28	99 6 9	3 8 10	38	74 2 0	1 15 2
....	....	..	....	....	..	....	....
529 0 6	5 14 1	89	446 1 5	5 0 2	100	462 5 10	4 9 6
15 8 0	0 12 5	..	....	....	..	....	....
89 8 6	3 14 3	22	112 13 0	4 10 9	22	82 4 3	3 11 2
58 1 0	4 7 6	15	51 15 1	3 7 5	..	....	....
72 6 10	4 0 5	16	93 15 1	5 13 11	15	67 8 1	4 6 7
48 4 10	3 7 2	..	....	....	..	....	....
60 15 3	3 0 9	22	66 6 0	3 0 3	13	66 11 0	4 13 3
28 5 4	3 2 4	..	....	....	..	....	....
63 5 0	2 5 6	30	89 1 0	2 15 6	26	75 1 5	2 13 3
36 8 0	4 0 11	..	....	....	..	....	....
53 0 0	2 8 5	28	81 9 1	2 14 7	22	67 6 4	3 0 5
1 4 11	0 1 4	..	....	....	..	....	....
69 6 5	3 13 8	17	82 8 0	4 13 8	15	69 14 6	4 7 2
53 10 5	3 13 4	9	68 8 0	7 9 9	12	65 11 1	5 2 1
....	....	..	....	....	..	....	....
55 12 0	2 2 4	27	76 11 0	2 13 5	26	69 5 7	2 10 8
....	....	..	....	....	..	....	....
60 1 0	2 3 7	21	60 10 0	2 1 4	23	63 12 6	2 11 0
....	....	..	....	....	..	....	....
74 8 0	4 2 3	15	91 8 6	6 1 8	11	66 8 5	5 10 11
68 12 0	1 10 2	44	198 11 7	4 8 3	21	91 5 10	4 3 0
....	....	..	....	....	..	....	....
58 13 2	2 15 1	19	83 15 8	4 6 9	16	65 7 6	3 13 11
17 11 1	2 15 2	..	....	....	..	....	....
50 8 0	3 5 10	14	48 13 9	3 7 10	14	50 13 0	3 6 11
49 0 0	3 4 3	9	41 13 9	4 10 5	..	....	....
82 3 6	3 6 10	19	98 15 0	5 3 4	18	88 12 0	4 15 5
....	....	..	....	....	..	....	....
72 15 0	3 7 7	26	89 14 6	3 7 4	22	74 2 6	3 5 1
....	....	..	....	....	..	....	....
55 10 0	3 1 5	22	67 0 0	3 0 9	15	58 1 11	3 11 11
33 6 0	3 11 4	..	....	....	..	....	....
205 4 3	2 12 5	59	196 10 0	3 5 4	52	206 12 2	3 4 10
75 6 0	2 12 8	55	101 6 6	1 13 6	42	93 2 7	2 2 10
....	....	..	....	....	..	....	....

Colleges and Schools.	1852-53.						1853-54.						
	Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.	Total Cost.			Cost of each Pupil's Education.			Average Attendance.
		Rs.	a.	p.	Rs.	a.	p.		Rs.	a.	p.	Rs.	a.	p.	
Heevra, Murathee School	23	72	0	0	3	2	1	13	58	13	3	4	8	5	15
Kenjul, ditto	5	58	10	8	11	11	9	17	49	7	1	2	14	6	7
Moregaum, ditto	24	66	0	0	2	12	0	28	67	12	0	2	6	9	24
Karhatee, ditto	13	54	0	0	4	2	6	15	55	12	0	3	11	6	14
Purinchey, ditto	29	84	0	0	2	14	4	33	94	8	0	2	13	10	37
Wudgaum, ditto	16	72	0	0	4	8	0	15	73	12	0	4	14	8	20
Malligaum, ditto	29	72	0	0	2	7	9	23	77	8	0	3	5	11	48
Nimbut, ditto	16	48	0	0	3	0	0	19	48	0	0	2	8	5	20
Rajapoor, ditto	13	60	0	0	4	9	10	15	60	0	0	4	0	0	12
Woondowdi, ditto	14	60	0	0	4	4	7	14	59	8	0	4	4	0	8
Nhavee, ditto	18	60	0	0	3	5	4	18	56	8	0	3	2	3	15
Poore, ditto	12	69	12	9	5	13	1	13	69	8	10	5	5	7	15
Malsheerus, ditto	19	60	0	0	3	2	6	18	56	8	0	3	2	3	13
Kolleveeheer, ditto	13	72	0	0	5	8	7	10	72	0	0	7	3	2	9
Kothool, ditto	18	60	0	0	3	5	4	16	60	5	6	3	12	4	21
Mandhur, ditto	10	34	4	6	3	6	10	15	60	0	0	4	0	0	12
Korhalla, ditto	12	60	0	0	5	0	0	15	56	8	0	3	12	3	15
Julgaum, ditto	14	51	8	0	3	10	10	13	56	3	4	4	5	2	14
Supeh, Hindustanee ditto	25	23	10	10	0	15	2	28	60	0	0	2	2	3	18
Pimpree, Murathee ditto	..	....			....			..	....			....			11
Rakh, ditto	15	28	0	0	1	13	10	20	48	0	0	2	6	5	14
Mandkee, ditto	13	4	0	0	0	4	11	19	48	0	0	2	8	5	15
Devoolgaum, ditto	12	21	9	7	1	12	9	10	48	0	0	4	12	10	14
Pimpree, ditto	..	....			....			..	....			....			15
Baboordee, ditto	..	....			....			..	....			....			15
Shingapoor, ditto	..	....			....			..	....			....			..
Saswad, No. II. (Girls' School)	..	....			....			..	....			....			..
Saswad, No. III. (Low Caste)	..	....			....			..	....			....			..
Dhunkawdee, Murathee School	..	....			....			..	....			....			..
Waghapoor, ditto	..	....			....			..	....			....			..
Supeh (Khoord) do.	..	....			....			..	....			....			..
Supeh (Girls' School)	..	....			....			..	....			....			..
Pandeshwer, Murathee School	12	54	0	0	4	8	0	10	54	0	0	5	6	5	6
Bhongolee, ditto	16	60	0	0	3	12	0	9	60	0	0	60	10	0	14
Mahoor, ditto	12	4	0	0	0	5	4	12	43	11	11	3	10	4	7

1854-55.				1855-56.				1856-57.			
Total Cost.			Cost of each Pupil's Education.	Average Attendance.	Total Cost.		Cost of each Pupil's Education.	Average Attendance.	Total Cost.		Cost of each Pupil's Education.
Rs. a. p.			Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.		Rs. a. p.
60	7	4	4 0 6	15	75	8	3 5 0 7	13	64	10	6 4 10 0
37	8	0	5 5 8	..	....		....	..	....		....
85	13	2	3 9 3	27	120	4	0 4 7 3	24	91	15	6 3 11 0
61	12	0	4 6 7	11	66	0	0 6 0 0	9	42	5	2 4 5 1
118	9	3	3 3 3	46	159	14	9 3 7 8	30	136	7	6 4 8 9
79	1	6	3 15 3	18	86	8	1 4 12 11	25	61	11	6 2 6 2
127	1	6	2 10 4	38	139	14	0 3 10 11	31	112	14	8 3 10 3
51	4	0	2 9 0	18	65	3	0 3 9 11	14	56	12	4 4 0 10
61	8	0	5 2 0	13	76	8	0 5 14 2	12	63	14	0 5 1 7
66	8	0	8 5 0	7	82	13	0 11 13 3	8	63	11	0 7 3 9
56	3	9	3 12 0	15	73	2	3 4 14 0	11	58	4	6 4 14 10
74	8	0	4 15 6	16	96	4	0 6 0 3	11	76	2	0 6 14 8
57	5	0	4 6 6	19	62	11	0 3 4 10	11	56	13	6 4 13 0
60	3	2	6 11 0	9	67	0	0 7 7 1	11	50	8	0 4 3 10
27	8	0	1 4 11	16	63	6	0 3 15 5	14	57	12	0 4 2 0
50	15	5	4 3 11	15	66	4	6 4 6 8	12	58	10	0 4 9 9
60	4	0	4 0 3	15	61	12	0 4 1 10	22	67	13	0 3 0 7
42	2	11	3 8 3	12	50	0	9 4 2 9	11	53	12	6 4 11 4
64	11	0	3 9 6	16	120	0	0 7 8 0	16	124	7	0 7 8 7
20	0	0	1 13 1	11	52	3	0 4 11 11	9	51	7	0 5 3 11
50	12	6	3 10 0	17	57	9	0 3 6 2	5	53	10	3 9 6 6
53	14	3	3 9 6	15	58	12	9 3 14 9	11	53	15	0 4 9 9
54	11	6	3 14 6	14	59	9	0 4 4 1	10	54	9	11 5 4 0
3	3	2	0 3 5	16	54	4	0 3 6 3	8	50	13	0 5 14 4
25	0	0	1 10 8	14	70	1	0 5 0 1	8	63	2	0 7 0 0
....			....	18	54	12	8 3 0 8	15	56	6	6 3 10 10
....			....	32	48	0	10 1 8 0	24	109	7	6 4 9 0
....			....	36	47	9	1 1 5 2	26	60	6	0 2 4 9
....			....	16	16	0	0 1 0 0	12	82	14	6 6 8 0
....			....	8	6	5	2 0 12 8	13	51	7	9 2 2 10
....			.. .	..	....		....	14	77	9	0 5 4 9
....			....	..	....		....	7	72	2	10 10 4 11
51	6	8	8 14 1	..	....		....	10	36	8	2 3 7 6
60	4	0	4 4 10	8	72	4	0 9 0 6	8	56	3	2 6 15 0
53	15	0	7 11 3	5	58	0	0 11 9 7	4	49	2	10 11 2 8

Colleges and Schools.	1852-53. Average Attendance.	1852-53. Total Cost.	1852-53. Cost of each Pupil's Education.	1853-54. Average Attendance.	1853-54. Total Cost.	1853-54. Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Waguz, Murathee School	15	33 3 7	2 3 5	13	61 5 4	4 11 6	8
Khullud, ditto	11	54 0 0	4 14 7	12	54 0 0	4 8 0	15
Sattara, No. I	87	450 0 0	5 2 9	90	528 15 1	5 14 0	58
Sattara, No. II	15	19 5 8	1 4 8	92	191 15 11	2 1 5	132
Wayee, Murathee do.	89	29 4 0	0 5 3	124	546 6 7	4 6 6	79
Pundhurpoor, ditto	..	....	....	80	396 8 0	4 15 4	95
Kurrar, ditto	..	....	....	48	433 11 10	9 0 7	100
Menowlee, ditto	..	....	....	..	....	....	32
Limb, ditto	..	....	....	..	....	....	50
Buttishirala, ditto	..	....	....	..	....	....	23
Maholee, ditto	..	....	....	..	....	....	30
Wattar, ditto	..	....	....	..	....	....	31
Kudegaum, ditto	..	....	....	..	....	....	50
Vittey, ditto	..	....	....	..	....	....	50
Wagholee, ditto	..	....	....	..	....	....	40
Ashtay, ditto	..	....	....	..	....	....	..
Bowdhan, ditto	..	....	....	..	....	....	..
Vishlampoor, ditto	..	....	....	..	....	....	..
Oombruz, ditto	..	....	....	..	....	....	..
Kassegaum, ditto	..	....	....	..	....	....	..
Kaleh, ditto	..	....	....	..	....	....	..
Mussoor, ditto	..	....	....	..	....	....	..
Dhawudshee, ditto	..	....	....	..	....	....	..
Patun, ditto	..	....	....	..	....	....	..
Pimpode, Boodrook ditto	..	....	....	..	....	....	..
Chaphul, ditto	..	....	....	..	....	....	..
Rahimutpoor, ditto	..	....	....	..	....	....	..
Medhay, ditto	..	....	....	..	....	....	..
Chimongaum, ditto	..	....	....	..	....	....	..
Tambeh ditto	..	....	....	..	....	....	..
Pusurnee, ditto	..	....	....	..	....	....	..
Phultun, Hindustanee ditto	..	....	....	..	....	....	..
Turudgaum, Murathee School	..	....	....	..	....	....	..
Belowde, ditto	..	....	....	..	....	....	..
Mahabuleshwer, do.	..	....	....	..	....	....	..
Sholapoor, ditto	61	440 0 0	7 3 5	61	390 0 0	6 6 4	116
Barshee, ditto	47	288 0 0	6 2 1	65	402 8 0	6 3 1	83
Madhay, ditto	49	240 0 0	4 14 4	51	236 0 0	4 10 0	52
Mohol, ditto	50	189 0 0	3 12 6	46	174 0 0	3 12 6	47

1854-55.				1855-56.				1856-57.			
Total Cost.			Cost of each Pupil's Education.	Average Attendance.	Total Cost.		Cost of each Pupil's Education.	Average Attendance.	Total Cost.		Cost of each Pupil's Education.
Rs.	a.	p.	Rs. a. p.		Rs.	a. p.	Rs. a. p.		Rs.	a. p.	Rs. a. p.
55	4	3	6 14 6	10	51	9 0	5 2 6	10	36	15 1	3 7 3
50	6	11	3 5 9	18	70	1 6	3 14 4	11	38	11 6	3 4 9
537	7	0	9 4 3	82	419	8 0	5 1 10	102	540	2 0	5 3 2
184	5	11	1 6 4	119	229	0 0	1 14 10	118	347	0 2	2 14 4
676	12	0	8 9 0	69	642	11 6	9 5 0	117	654	9 5	5 9 5
433	12	0	4 9 0	102	580	2 10	5 11 0	95	601	6 1	6 4 10
1,533	11	10	15 5 5	99	608	0 0	6 2 3	103	934	5 6	9 0 6
80	0	0	2 8 0	25	96	0 0	3 13 5	17	101	10 0	5 12 9
121	15	0	2 7 0	46	171	0 0	3 11 6	37	181	3 0	4 12 5
169	11	0	7 6 0	37	240	0 0	6 7 9	51	347	15 0	6 12 2
80	0	0	2 10 8	17	120	0 0	7 0 11	29	124	11 0	4 2 8
80	0	0	2 9 3	26	130	4 0	5 0 2	16	123	2 0	7 11 2
61	1	0	1 3 6	19	96	0 0	5 0 10	52	118	11 6	2 3 11
108	14	6	2 2 10	58	195	0 0	3 5 10	66	517	3 3	7 12 3
49	10	10	1 3 10	34	120	0 0	3 8 6	33	127	8 0	3 4 5
....			....	94	369	2 0	3 14 10	104	10,855	12 7	10 5 7
....			....	44	234	7 4	5 5 3	46	193	12 0	4 2 4
....			....	82	384	8 4	4 11 0	88	605	13 0	6 13 0
....			....	36	80	15 6	2 4 0	38	147	11 6	3 12 7
....			....	44	260	15 4	5 14 11	31	259	6 6	8 3 4
....			....	32	165	12 0	5 2 11	30	179	1 0	5 14 6
....			....	77	206	12 0	2 10 11	70	348	6 8	4 14 8
....			....	36	90	8 8	2 8 3	31	131	14 0	4 2 0
....			....	28	117	12 0	4 3 3	74	401	2 0	5 6 7
....			....	40	87	14 8	2 3 2	33	128	12 0	3 12 9
....			....	39	89	8 4	2 4 9	36	185	3 0	5 1 7
....			....	60	102	12 0	1 11 5	64	260	6 0	4 0 3
....			....	59	150	14 8	2 8 11	31	139	14 0	4 3 3
....			....	..	....		....	38	206	15 2	5 5 9
....			....	..	....		....	27	359	14 0	13 5 2
....			....	..	....		....	18	216	12 2	11 8 3
....			....	..	....		....	13	113	1 6	8 8 0
....			....	..	....		....	23	264	8 8	11 2 6
....			....	..	....		....	29	162	10 0	5 7 1
....			....	..	....		....	68	243	0 0	3 8 11
485	13	0	4 3 0	134	424	13 9	3 2 9	127	469	14 6	3 9 7
318	14	3	3 13 6	77	392	14 6	5 1 8	73	309	7 6	4 3 4
281	3	0	5 6 6	53	289	9 0	5 7 5	71	224	4 6	3 2 0
184	0	0	3 14 7	45	223	9 0	4 15 6	52	197	1 6	3 12 3

Colleges and Schools.	1852-53. Average Attendance.	1852-53. Total Cost.	1852-53. Cost of each Pupil's Education.	1853-54. Average Attendance.	1853-54. Total Cost.	1853-54. Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Kurmallah, Murathee School	45	195 0 0	4 5 4	54	214 7 0	3 15 6	60
Vyrag ditto	27	162 0 0	6 0 0	47	178 4 0	3 12 8	38
Pangaum, ditto	..	....	....	..	....	....	31
Luool, ditto	..	....	....	..	....	....	..
Pangray, ditto	..	....	....	..	....	....	..
Mundroop, ditto	..	....	....	..	....	....	..
Belgaum, ditto	137	605 10 2	4 6 8	144	564 8 0	3 14 8	171
Ditto, Canarese do.	103	237 2 10	2 4 10	124	232 2 6	1 13 11	125
Sumoduttee, ditto	77	120 14 2	1 9 1	80	140 2 4	1 1 3	84
Sumpgaum, ditto	31	181 9 10	5 13 8	40	187 4 2	4 10 2	30
Byl Hongul, ditto	46	187 8 4	4 1 2	63	191 4 0	3 0 6	79
Beeree, ditto	32	155 8 2	4 13 8	62	161 0 6	2 9 6	78
Gokak, Mur. School	80	226 3 6	2 11 11	84	237 4 0	2 13 2	82
Gokak, Canarese do.	..	....	....	..	....	....	..
Sadalga, Mur. ditto.	48	204 4 0	4 4 0	55	195 11 0	3 8 11	76
Khanapoor, ditto	58	778 6 2	14 10 11	73	168 14 0	2 4 3	60
Eetgee, Canarese do.	35	156 5 2	4 7 5	32	155 11 6	4 13 10	34
Jambotee, ditto	52	167 13 4	3 3 7	39	156 14 0	4 2 4	36
Hookeree, ditto	..	....	....	..	....	....	..
Chickoree, Mur. do.	..	....	....	..	....	....	..
Angool, ditto	..	....	....	..	....	....	..
Bagulkota, Can. do.	..	....	....	..	....	....	..
Neepanee, Mur. do.	..	....	....	..	....	....	..
Hoongoonda, Can. do.	..	....	....	..	....	....	..
Moorgor, ditto	..	....	....	..	....	....	..
Belowdee, ditto	..	....	....	..	....	....	..
Badamee, ditto	..	....	....	..	....	....	..
Hutnee, ditto	..	....	....	..	....	....	..
Anuntpoor, ditto	..	....	....	..	....	....	..
Koshti Peth Purvuttee, ditto	..	....	....	..	....	....	..
Padshapoor, ditto	..	....	....	..	....	....	..
Tasgaum, Mur. ditto.	..	....	....	..	....	....	..
Sunkeshwur, ditto	..	....	....	..	....	....	..
Kittoor, Canarese do.	..	....	....	..	....	....	..
Yardwar, ditto	..	....	....	..	....	....	..
Wani Peth Purvuttee ditto	..	....	....	..	....	....	..
Beelgee, ditto	..	....	....	..	....	....	..
Dharwar, Mur. do.	125	667 12 2	5 5 5	140	675 12 0	4 1 9	144
Ditto Canarese do.	79	231 9 10	2 14 10	95	226 15 0	2 6 3	81

1854-55.				1855-56.				1856-57.			
Total Cost.			Cost of each Pupil's Education.	Average Attendance.	Total Cost.		Cost of each Pupil's Education.	Average Attendance.	Total Cost.		Cost of each Pupil's Education.
Rs.	a.	p.	Rs. a. p.		Rs.	a.	p.	Rs. a. p.		Rs.	a.	p.	Rs. a. p.
219	6	7	3 10 6	79	391	13	0	4 15 4	81	262	14	6	3 3 9
168	0	0	4 6 9	39	188	2	0	4 13 2	25	159	10	6	6 3 2
30	0	0	0 15 6	18	139	11	0	7 12 2	28	124	14	6	4 4 7
....			....	19	214	14	0	11 4 11	24	129	9	6	5 6 3
....			....	11	171	4	0	15 9 1	20	125	2	0	6 2 6
....			....	..	....			....	45	279	14	6	6 3 6
61	9	12	3 9 11	235	999	5	0	4 4 0	206	712	1	6	3 7 9
245	4	0	1 15 4	143	429	4	6	3 0 0	117	386	2	0	3 4 9
155	7	0	1 13 7	152	303	10	10	1 15 10	142	208	12	4	1 7 6
193	7	0	6 6 7	67	253	8	4	3 12 6	61	195	4	9	3 3 2
190	8	0	2 6 6	94	270	10	6	2 14 0	63	239	9	6	3 12 10
170	3	0	2 2 7	105	290	4	0	2 12 1	104	183	9	9	1 12 3
260	15	0	3 2 11	81	217	3	0	2 10 10	49	316	12	9	6 7 5
....			....	..	....			....	31	127	3	2	4 1 7
215	3	0	2 13 3	93	263	12	6	2 13 4	95	193	8	0	2 5 0
777	13	0	12 15 5	63	218	4	0	3 7 5	56	172	5	0	3 1 2
151	4	0	4 2 7	40	173	4	0	4 5 5	37	144	9	0	3 14 6
156	13	0	4 5 8	36	179	13	0	4 15 11	38	155	5	0	4 1 4
....			....	84	255	4	6	3 0 7	69	253	13	0	3 10 10
....			....	100	351	9	0	3 8 3	68	337	2	9	4 15 4
....			....	..	....			....	22	121	10	0	5 8 5
....			....	..	....			....	100	668	8	0	6 10 11
....			....	..	....			....	84	288	0	0	3 6 10
....			....	..	....			....	74	243	0	0	3 4 6
....			....	..	....			....	75	314	7	0	4 3 0
....			....	..	....			....	22	112	14	0	5 2 1
....			....	..	....			....	55	131	3	0	2 6 1
....			....	..	....			....	74	142	4	0	1 14 9
....			....	..	....			....	73	436	2	6	5 15 7
....			....	..	....			....	51	83	3	0	1 10 1
....			....	..	....			....	41	164	14	0	4 0 5
....			....	..	....			....	88	854	0	0	9 11 3
....			....	..	....			....	52	154	0	0	2 15 4
....			....	..	....			....	35	64	8	2	1 13 5
....			....	..	....			....	62	71	9	8	1 2 5
....			....	..	....			....	31	41	9	8	1 5 5
....			....	..	....			....	46	249	3	6	5 6 9
682	8	0	4 11 10	182	637	12	9	3 8 6	168	503	0	0	2 15 10
337	3	0	4 2 4	170	281	8	6	1 10 5	130	215	5	5	1 10 5

Colleges and Schools.	1852-53. Average Attendance.	1852-53. Total Cost.	1852-53. Cost of each Pupil's Education.	1853-54. Average Attendance.	1853-54. Total Cost.	1853-54. Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Ballagnoor, Canarese School.....	..	....	....	..	....	....	..
Hooblee, Mur. ditto .	105	365 0 6	3 6 1	99	340 8 0	3 6 11	133
Hooblee, Canarese do.	46	154 9 4	3 5 6	42	157 11 0	3 11 10	84
Raneebednoor, ditto .	74	253 13 8	3 6 10	89	261 14 6	2 15 0	91
Hangul, ditto	45	166 7 6	3 11 2	64	167 15 0	2 9 9	66
Nowlgoond, ditto ..	51	154 14 6	3 0 7	50	158 15 0	3 2 10	99
Misreekota, ditto .	43	165 7 10	3 13 6	48	214 3 0	4 7 4	49
Moorub, ditto	37	165 5 10	4 7 5	41	158 11 6	3 13 11	44
Bunkapoor, ditto ..	40	159 13 4	3 15 11	45	207 14 6	4 9 11	49
Khulghutkee, ditto..	49	140 0 10	2 13 8	53	135 6 0	2 8 10	56
Seegaum, ditto	..	....	....	..	....	....	..
Rutteehullee, ditto..	..	....	....	..	....	....	..
Turrus, ditto	..	....	....	..	....	....	..
Hawehree, ditto	..	....	....	..	....	....	..
Beadgee, ditto	..	....	....	..	....	....	..
Gudduk, ditto	..	....	....	..	....	....	..
Kaguellee, ditto	..	....	....	..	....	....	..
Heepurgeh, Mur. do.	41	129 2 0	....	41	139 13 0	....	34
Almileh, ditto	27	157 12 0	....	22	168 11 0	....	22
Shindgee, ditto ...	..	....	....	..	....	....	..
Churchan, ditto	31	176 4 0	....	31	176 4 0	....	36
Moodebehal, ditto ..	23	153 0 0	....	28	161 0 0	....	27
Mungolee, ditto	..	....	....	22	111 7 6	....	38
Bageshwaree, ditto	20	137 6 0	....	21	145 7 6	....	31
Indee, ditto.....	54	154 4 0	....	49	168 0 0	....	37
Beejapoor, ditto	..	....	....	..	....	....	92
Talikote, ditto	..	....	....	..	....	....	..
Toombgee, Can. do.	..	....	....	..	....	....	..
Phultun, Mur. ditto	..	....	....	..	....	....	56
Juth, ditto	..	....	....	..	....	....	24
Atpadi ditto	..	....	....	..	....	....	30
Guzerat Division.							
Ahmedabad, Superior Vernacular School No. 1	..	....	....	..	....	....	242
Ditto Inferior No. 2.	..	....	....	..	....	....	81
Ditto ditto No. 3.	..	....	....	..	....	....	131
Ditto Superior No. 4.	..	....	....	..	....	....	157
Surkhej, Inferior Vernacular School ..	..	....	....	..	....	....	..
Butwa, ditto ditto ..	..	....	....	..	....	....	..

1854-55.			1855-56.			1856-57.		
Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
....	....	..	....	....	15	63 0 0	4 3 10
374 2 0	2 13 0	128	435 6 11	3 6 5	98	370 4 8	3 12 5
201 3 0	2 6 4	112	259 4 10	2 5 0	74	1,389 5 4	18 12 4
256 14 0	2 11 10	81	255 7 3	3 2 5	67	238 4 0	3 8 10
164 2 0	2 7 9	57	268 5 6	4 11 2	37	199 2 3	5 1 9
148 10 0	1 8 0	115	350 13 3	3 0 9	92	276 12 0	3 5 4
172 5 0	3 10 0	50	170 13 1	3 0 9	41	159 14 9	3 14 4
172 9 0	3 14 11	53	211 6 6	3 15 9	46	284 2 4	6 2 10
169 4 0	3 7 3	82	277 11 0	3 6 2	46	166 0 6	3 2 5
154 12 0	2 12 2	60	195 7 0	3 4 1	42	160 7 6	3 13 1
....	....	85	117 6 10	3 5 0	93	258 11 10	2 12 6
....	....	..	....	....	48	168 7 9	3 8 1
....	....	..	....	....	32	114 9 6	3 9 3
....	....	..	....	....	41	116 0 9	2 13 3
....	....	..	....	....	38	98 14 5	2 9 7
....	....	..	....	....	49	534 0 0	10 14 4
....	....	..	....	....	18	121 8 0	6 12 0
149 12 0	....	41	165 8 0	4 0 7	41	307 1 6	7 10 10
157 0 0	....	27	215 6 6	7 15 8	25	210 0 3	8 6 4
....	....	21	170 8 0	8 1 10	25	157 4 11	6 4 8
290 15 0	....	24	194 14 0	8 1 11	25	183 14 0	7 5 8
166 10 0	....	22	181 12 0	8 4 2	23	157 3 6	6 13 4
173 10 0	....	34	165 14 0	4 14 0	35	284 11 6	8 2 1
133 2 0	....	31	140 14 0	4 8 8	34	244 10 0	7 3 1
176 11 0	....	25	129 2 3	5 2 7	23	157 6 0	6 13 5
181 10 0	....	60	438 8 0	7 4 11	73	415 15 0	5 11 1
....	....	47	272 7 6	5 12 0	41	253 10 0	6 2 11
....	....	..	....	....	17	103 8 0	6 1 4
127 12 0	2 4 6	46	187 9 9	4 1 3	42	122 9 6	2 14 11
120 12 0	5 0 6	33	169 8 0	5 2 2	36	120 0 0	3 5 4
120 0 0	4 0 0	41	138 0 0	3 5 10	34	156 0 0	4 9 4
658 8 0	2 11 6	128	635 2 7	5 0 7	185·42	859 0 11	4 10 1
245 13 3	3 0 7	44	211 2 3	4 12 9	52·17	260 15 11	5 0 0
400 4 9	3 0 10	59	450 9 0	7 10 2	70·75	509 7 9	7 3 2
515 12 3	3 4 7	102	575 8 9	5 10 3	124·33	591 7 10	4 12 1
....	....	48	4 5 9	0 1 6	36·42	315 11 6	8 10 8
....	....	27	....	....	20·83	538 10 0	25 13 9

Colleges and Schools.	1852-53. Average Attendance.	1852-53. Total Cost.	1852-53. Cost of each Pupil's Education.	1853-54. Average Attendance.	1853-54. Total Cost.	1853-54. Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Naroda, Inferior Vernacular School ..	..	....	....	..	....	....	..
Jeytúlpoor, Superior ditto.....	..	....	....	..	....	....	..
Bareja, Inferior ditto.	..	....	....	..	....	....	..
Maheej,* ditto ditto..	..	....	....	..	....	....	..
Dholka, Superior do..	..	....	....	..	....	....	94
Kelia Wasua, Inferior ditto.....	..	....	....	..	....	....	..
Santhal, ditto ditto..	..	....	....	..	....	....	..
Amliala, ditto ditto..	..	....	....	..	....	....	..
Ambareli, ditto ditto.	..	....	....	..	....	....	..
Detroj, ditto ditto ..	..	....	....	..	....	....	..
Mandul, ditto ditto.	..	....	....	..	....	....	..
Rampoor, ditto ditto.	..	....	....	..	....	....	..
Purantej, Superior ditto.....	..	....	....	..	....	....	..
Dhundooka, ditto do.	..	....	....	..	....	....	86
Dhollera, Inferior do.	..	....	....	..	....	....	66
Botad,† ditto ditto..	..	....	....	..	....	....	..
Gogo, Superior ditto.	..	....	....	..	....	....	..
Bhoomlee, Inferior do.	..	....	....	..	....	....	..
Walukut, ditto ditto.	..	....	....	..	....	....	..
Kaira, Superior ditto.	..	....	....	..	....	....	148
Matur, ditto ditto ..	..	....	....	..	....	....	97
Mehmedabad, Inferior ditto.....	..	....	....	..	....	....	66
Mahooda, Superior do.	..	....	....	..	....	....	80
Aleena, Inferior ditto	..	....	....	..	....	....	..
Oomret, Superior do.	..	....	....	..	....	....	117
Thasra, Inferior ditto.	..	....	....	..	....	....	..
Dakore, ditto ditto ..	..	....	....	..	....	....	..
Kuppurwunj, Superior ditto	..	....	....	..	....	....	54
Antrolee, Inferior do.	..	....	....	..	....	....	..
Kutlal, ditto ditto ..	..	....	....	..	....	....	..
Veersud, ditto ditto..	..	....	....	..	....	....	..
Neriad, Superior do.	..	....	....	..	....	....	310
Ood, Inferior ditto..	..	....	....	..	....	....	..
Ootursunda, ditto do.	..	....	....	..	....	....	..
Chucklasee, ditto. do.	..	....	....	..	....	....	..
Sarsa, ditto ditto,...	..	....	....	..	....	....	..

* Opened on the 20th April 1857.

1854-55.		1855-56.			1856-57.		
Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
....	....	..	....	....	35·83	300 12 6	8 6 4
....	....	34	1 3 6	0 0 7	63·33	325 3 5	5 2 2
....	....	34	1 0 0	0 0 6	86·42	385 7 0	4 7 4
....	....	..	....	....	..	31 0 9	....
195 6 0	2 1 3	56	232 1 3	4 2 3	72.5	169 5 8	2 5 4
....	....	..	....	....	22·8	243 0 4	11 0 1
....	....	..	....	....	6·27	215 7 0	34 5 9
....	....	..	....	....	22·27	203 1 8	9 1 11
....	....	..	....	....	9	61 6 3	6 13 2
....	....	..	....	....	59·54	242 7 10	4 1 1
....	....	35	0 9 6	0 0 3	43	298 0 2	6 14 11
....	....	..	....	....	..	29 9 3	....
....	....	..	....	....	89·83	408 7 3	4 8 9
303 3 3	3 8 5	72	306 1 3	4 4 0	85·17	399 7 10	4 11 0
206 1 0	3 2 0	30	175 0 0	5 13 4	33	197 2 2	5 15 7
....	....	..	....	....	..	....	....
....	....	..	....	....	24·25	104 0 0	4 4 7
....	....	..	3 10 6	....	25·83	234 6 5	9 1 2
....	....	..	....	....	14·91	215 5 8	14 7 4
394 3 0	2 10 7	93	471 8 5	5 1 1	131	527 7 3	4 0 5
194 1 4	2 0 1	71	208 4 3	2 14 11	66·17	185 9 3	2 12 10
209 14 0	3 2 10	50	229 15 2	4 9 7	72·75	177 10 9	2 7 2
308 10 0	3 13 8	84	308 0 0	3 10 8	104	1,593 4 11	15 5 1
....	....	..	....	....	38·45	293 12 4	7 12 3
334 4 5	2 13 8	112	360 3 8	3 3 5	154·67	626 4 5	4 0 9
....	....	..	....	....	46·5	589 6 1	12 10 10
....	....	..	....	....	77·25	1,499 14 11	19 6 10
286 10 9	5 4 11	41	277 8 0	6 12 3	97·92	362 13 6	3 11 3
....	....	..	....	....	28·11	235 0 4	8 6 4
....	....	..	....	....	54·87	411 2 2	7 7 10
....	....	..	....	....	72·36	298 4 7	4 1 11
710 7 4	2 4 8	242	801 6 5	3 4 11	255·42	992 11 10	3 14 1
....	....	..	....	....	45·9	346 5 1	7 10 10
....	....	..	....	....	46·9	286 13 6	6 3 6
....	....	..	....	....	16·64	328 12 11	19 12 2
....	....	..	....	....	15·73	274 5 5	17 6 6

† Opened on the 29th April 1857.

Colleges and Schools.	1852-53. Average Attendance.	1852-53. Total Cost.	1852-53. Cost of each Pupil's Education.	1853-54. Average Attendance.	1853-54. Total Cost.	1853-54. Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Ujurpoora, Inferior School	..	....	....	..	....	....	..
Bhaluj ditto ditto	..	....	....	..	....	....	..
Broach, Superior do.	..	....	....	..	....	....	136
Amlesur, Inferior do.	..	....	....	..	....	....	..
Anklesur Superior do.	..	....	....	..	....	....	80
Sajod, Inferior ditto.	..	....	....	..	....	....	..
Hansote, Superior do.	..	....	....	..	....	....	41
Elao, Inferior ditto	..	....	....	..	....	....	..
Wagra, Superior do.	..	....	....	..	....	....	..
Amod, ditto ditto	..	....	....	..	....	....	75
Kerwara, Inferior do.	..	....	....	..	....	....	..
Roza Tankaria, do. do.	..	....	....	..	....	....	..
Kolwana, ditto ditto.	..	....	....	..	....	....	..
Jambooser, Superior ditto	..	....	....	..	....	....	100
Tankaria, Inferior do.	..	....	....	..	....	....	..
Malpoor, ditto ditto.	..	....	....	..	....	....	..
Jantran, ditto ditto	..	....	....	..	....	....	..
Kavee, ditto ditto	..	....	....	..	....	....	..
Sarod, ditto ditto	..	....	....	..	....	....	..
Surat, Superior ditto No. 1	..	....	....	..	....	....	188
Ditto Inferior ditto No. 2	..	....	....	..	....	....	62
Ditto ditto No. 3.	..	....	....	..	....	....	66
Ditto Superior No. 4.	..	....	....	..	....	....	94
Ditto Inferior No. 5.	..	....	....	..	....	....	91
Ditto ditto No. 6.	..	....	....	..	....	....	98
Ditto ditto Hindoostanee School No. 7.	..	....	....	..	....	...	56
Rander, ditto Vernacular School	..	....	....	..	....	....	53
Katargaum, ditto do.	..	....	....	..	....	....	..
Tulungpoor, ditto do.	..	....	....	..	....	....	..
Oolpar, Superior do.	..	....	....	..	....	....	66
Boudan, Inferior ditto	..	....	....	..	....	....	..
Mandvee, Superior do.	..	....	....	..	....	....	35
Mota, Inferior ditto.	..	....	....	..	....	....	41
Bardolee, ditto ditto.	..	....	....	..	....	....	43
Surbhon, Superior do.	..	....	....	..	....	....	39
Chicklee ditto ditto.	..	....	....	..	....	....	..

1854-55.		1855-56.			1856-57.		
Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
....	....	..	....	....	19	138 0 2	7 4 3
....	....	..	....	....	38·5	161 8 11	4 3 1
543 3 11	3 15 11	112	595 14 3	5 5 2	118·25	594 3 9	5 0 4
....	....	..	....	....	21·4	192 13 4	9 0 3
301 13 9	3 12 6	50	309 5 6	6 3 0	64·75	337 6 8	5 3 4
....	....	..	....	....	20·42	208 15 0	10 3 8
259 6 0	6 5 3	24	253 3 3	10 8 9	23·83	265 2 7	11 2 0
....	....	..	....	....	10·92	220 13 0	20 3 6
....	....	..	....	....	25·45	218 5 2	8 9 3
281 2 6	3 12 0	51	278 11 3	5 7 5	62·75	303 10 3	4 13 5
....	....	33	2 0 0	0 1 0	36·67	261 0 7	7 1 11
....	....	..	....	....	15·89	183 6 0	11 8 7
....	....	..	....	....	5	133 6 0	26 10 10
343 11 6	3 7 0	65	357 0 6	5 7 10	63	377 15 10	5 15 10
....	....	..	....	....	31·7	297 10 6	9 5 3
....	....	..	....	....	9·83	221 3 3	22 7 6
....	....	16	1 8 0	0 1 6	15·92	154 1 6	9 10 10
....	....	..	....	....	11·9	271 3 4	24 7 3
....	....	..	....	....	25·75	318 0 3	12 5 7
540 6 6	2 15 9	133	590 5 0	4 7 0	163·67	834 4 11	5 1 6
345 3 0	5 9 1	45	331 7 0	7 5 10	48·25	338 9 0	7 0 3
250 15 0	3 11 10	50	260 4 6	5 3 3	33·67	241 5 10	7 2 8
340 0 0	3 9 10	75	369 15 9	4 14 11	99·5	426 3 1	4 4 6
317 6 0	3 7 8	77	323 0 0	4 3 1	69·8	337 9 4	4 14 2
216 1 0	2 3 3	57	265 11 6	4 10 7	76·17	346 9 4	4 8 9
328 0 0	5 13 8	29	377 6 6	13 0 3	25·25	382 10 1	15 2 4
179 4 6	3 6 1	36	180 2 6	5 0 1	46·25	219 14 7	4 12 0
....	....	..	....	....	44·18	306 13 2	6 15 1
....	....	..	....	....	15·25	156 7 3	10 4 0
312 5 6	4 11 8	28	309 6 0	11 0 9	34	322 11 1	9 7 10
....	....	..	....	....	20·67	78 13 8	3 12 11
215 0 3	6 2 3	25	210 0 0	8 6 5	17·75	185 12 4	10 7 4
211 8 0	5 2 6	26	186 10 6	7 2 10	21·58	159 12 11	7 6 4
216 13 6	5 0 8	21	210 0 0	10 0 0	23·92	229 14 4	9 9 9
164 7 0	4 3 6	20	150 0 0	7 8 0	24·75	162 15 4	6 9 3
....	....	..	....	....	22	70 10 1	3 3 4

Colleges and Schools.	1852-53.			1853-54.			
	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Bulsar, Superior Vernacular School....	..	....	....	..	....	....	62
Pardee, ditto ditto..	..	....	....	..	....	....	43
Bugwara, ditto ditto.	..	....	....	..	....	....	..
Julalpoor, ditto ditto.	..	....	....	..	....	....	..
Kaliawadee, ditto do.	..	....	....	..	....	....	51
Rajkote, ditto ditto.	..	....	....	..	....	....	..
Nawa Nugur, do. do.	..	....	....	..	....	....	..
Khambalia, Inferior ditto.....	..	....	....	..	....	....	..
Goudul, Superior do.	..	....	....	..	....	....	..
Dhorajee, Inferior do.	..	....	....	..	....	....	..
Morvee, Superior do.	..	....	....	..	....	....	..
Wankaneer, ditto do.	..	....	....	..	....	....	..
Drangadra, ditto do.	..	....	....	..	....	....	..
Luktur, ditto ditto..	..	....	....	..	....	....	..
Wudwan, ditto ditto.	..	....	....	..	....	....	..
Nagnesh, Inferior do.	..	....	....	..	....	....	..
Limree, Superior do.	..	....	....	..	....	....	..
Chhoora, ditto ditto..	..	....	....	..	....	....	..
Bhownuggur, do. do.	...	....	....	..	....	....	118
Mowa, Inferior ditto.	..	....	....	..	....	....	..
Koondla ditto ditto..	..	....	....	..	....	....	..
Palitana, Superior do.	..	....	....	..	....	....	..
Jusdhun, ditto ditto.	..	....	....	..	....	....	..
Jetpoor, ditto ditto ..	..	....	....	..	....	....	..
Vairaval, Inferior do.	..	....	....	..	....	....	..
Porbunder, Superior ditto	..	....	....	..	....	....	..
Deesa, ditto ditto ..	..	....	....	..	....	....	..
Pahlunpoor Inferior ditto.....	..	....	....	..	....	....	..
Radhunpoor do. do.	..	....	....	..	....	....	..
Thurra, ditto ditto..	..	....	....	..	....	....	..
Warye, ditto ditto..	..	....	....	..	....	....	..
Veizulpoor Superior ditto.....	..	....	....	..	....	....	..
Kalole, ditto ditto ..	..	....	....	..	....	....	..
Halole, ditto ditto ..	..	....	....	..	....	....	..
Dahode, ditto ditto..	..	....	....	..	....	....	..
Jhallode, ditto ditto.	..	....	....	..	....	....	..
Veerpoor, ditto ditto.	..	....	....	..	....	....	..

1854-55.		1855-56.			1856-57.		
Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
304 0 0	4 14 5	24	302 6 0	12 9 7	38·83	293 9 1	7 8 11
244 10 0	5 11 0	24	235 9 3	9 13 1	33·17	168 2 10	5 1 1
....	....	..	....	....	38·42	173 11 5	4 8 4
....	....	..	....	....	23·36	235 3 5	10 1 1
262 12 3	5 2 5	33	246 12 1	7 7 7	23·17	221 14 4	9 9 2
....	....	132	1,236 0 0	9 5 10	126·42	1,580 12 10	12 8 0
....	....	49	600 0 0	12 3 11	89	742 4 0	8 5 5
....	....	..	....	....	77·18	204 11 0	2 0 4
....	....	16	600 0 0	37 8 0	23·75	47 3 0	1 15 8
....	....	28	600 0 0	21 6 10	20·25	337 1 6	16 10 4
....	....	60	300 0 0	5 0 0	59·25	377 3 0	6 5 10
....	....	4	180 0 0	45 0 0	2·75	180 0 0	65 7 3
....	....	76	240 0 0	3 2 6	62·5	309 2 10	4 15 2
....	....	4	420 0 0	105 0 0	34·42	56 7 0	1 10 3
....	....	43	180 0 0	4 3 0	62·58	252 3 6	4 0 6
....	....	31	600 0 0	19 5 8	39·17	51 10 0	1 5 1
....	....	89	240 0 0	2 11 2	81·58	332 3 6	4 1 2
....	....	35	600 0 0	17 2 3	26·75	62 0 0	2 5 1
357 6 3	3 0 6	74	373 3 4	5 0 8	104·25	357 13 0	3 6 10
....	....	52	300 0 0	5 12 3	38·17	308 5 0	8 1 3
....	....	..	....	....	43·5	316 5 6	7 4 4
....	....	59	240 0 0	4 1 1	44·5	366 4 6	8 3 8
....	....	..	....	....	46·1	192 6 0	4 2 8
....	....	..	....	....	72·82	206 14 2	2 13 5
....	....	..	....	....	47·9	296 4 8	6 4 8
....	....	..	....	....	144·3	386 8 2	2 10 10
....	....	..	....	....	34	....	....
....	....	22	240 0 0	10 14 7	10	240 0 0	24 0 0
....	....	..	....	....	22	207 7 3	9 6 10
....	....	46	15 0 0	0 5 3	17	222 3 0	13 1 1
....	....	2	120 0 0	60 0 0	2	127 8 0	63 12 0
....	....	38	45 0 0	1 2 11	8	189 6 8	23 10 10
....	....	66	140 8 0	2 2 1	34	188 0 0	5 8 6
....	....	81	180 0 0	2 3 6	34	190 12 0	5 9 9
....	....	33	45 0 0	1 5 9	40	160 13 4	4 0 4
....	....	77	45 0 0	0 9 5	56	188 15 1	3 6 0
....	....	..	....	....	11	127 15 3	11 10 1

Colleges and Schools.	1852-53.			1853-54.			
	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.
		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.	
Nandode, Superior Vernacular School.	..	....	....	..	....	....	..
Sadra, ditto ditto ..	..	....	....	..	....	....	..
Surat English School belonging to Sir Jamsetjee Jejeebhoy's Parsee Benevolent Institution.	..	....	....	..	....	....	..
Surat, Superior Vernacular ditto	..	....	....	..	....	....	..
Surat, ditto ditto....	..	....	....	..	....	....	..
Surat, ditto ditto	..	....	....	..	....	....	..
Elao, ditto ditto....	..	....	....	..	....	....	..
Broach, ditto ditto.	..	....	....	..	....	....	..
Nowsary, ditto ditto.	..	....	....	..	....	....	..
Bilimora, ditto ditto.	..	....	....	..	....	....	..
Bulsur, ditto ditto..	..	....	....	..	....	....	..
Oodwara, Vernacular School belonging to Sir Jamsetjee Jejeebhoy's Parsee Benevolent Institution	..	....	....	..	....	....	..
Junaghur, Sanskrit Pathsala of Sourashtra.....	..	....	....	..	....	....	..
Ditto Urdoo Maktab of Sourashtra	..	....	....	..	....	....	..
Ahmedabad, Rao Bahadoor Muggunbhais Girls' School No. 1	..	....	....	..	....	....	..
Ditto ditto No. 2..	..	....	....	..	....	....	..

1854-55.		1855-56.			1856-57.		
Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.	Average Attendance.	Total Cost.	Cost of each Pupil's Education.
Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.		Rs. a. p.	Rs. a. p.
....	....	..	....	....	73	169 6 8	2 5 2
....	....	32	300 0 0	9 6 0	26·67	300 0 0	11 4 0
....	....	..	....	....	90	1,070 15 8	11 14 5
....	....	..	....	....	85	316 9 6	3 11 7
....	....	..	....	....	80	246 5 2	3 1 3
....	....	..	....	....	55	259 12 6	4 11 7
....	....	..	....	....	14	51 0 0	3 10 3
....	....	..	....	....	40	171 8 0	4 4 8
....	....	..	....	....	71	....	....
....	....	..	....	....	47	168 0 0	3 9 2
....	....	..	....	....	27	120 0 0	4 7 1
....	....	..	....	....	20	129 0 0	6 7 2
....	....	..	....	....	25	110 0 0	4 6 5
....	....	..	....	....	18	90 0 0	5 0 0
....	....	..	....	....	67	351 13 4	5 4 0
....	....	..	....	....	17	159 12 7	9 6 5

TABLE 13.

Distinctions conferred by the University during the Year.

Name of Institution.	Locality.	When Established.	Number of Pupils on the Rolls at the end of the Year				Average daily Attendance.	Number of Pupils studying in each Language at the end of the Year.				Monthly Rate of Schooling Fee.	Receipts.							Charges.			Excess of Receipts over Charges.	Excess of Charges over Receipts.	Annual Cost of Educating each Pupil.		Remarks.
			Hindoos.	Mahomedans.	Others.	Total.		English.	9A	9B	9C	9D	From Government.	Proceeds of Endowment.	Local Rate of Assessment.	Subscriptions, Donations, &c.	Fees, Fines, &c.	Sale of Books.	Other sources.	Total.	Current.	Extraordinary.	Total.			Total Cost.	Cost to Government.	
1	2	3	4	5	6	7	8	9	9A	9B	9C	9D	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26
None.																													

TABLE 14.

RETURN OF SCHOLARSHIPS.

TABLE

" Return of Scholarships

A.—SENIOR SCHOLARSHIPS, OR SCHOLAR

Names of Scholars.	College at which gained.	When gained.	Stipendiary.
On the Earl of Clare Foundation.			
Janardhan Sakharam	Elphinstone College.	June 1857 ..	Stipendiary .. ..
Trimbakrao Bapujee	ditto ..	ditto ..	ditto ..
Raghunath Narayan	ditto ..	ditto ..	ditto ..
Framji Sorabji	ditto ..	ditto ..	ditto ..
Mukundrao Anant..	ditto ..	ditto ..	ditto ..
Dinsha Jivanji	ditto ..	ditto ..	ditto ..
Lakshuman Eshvant	ditto ..	ditto ..	ditto ..
Beramji Bhikaji	ditto ..	ditto ..	ditto ..
Anandrao Harishankar	ditto ..	ditto ..	ditto ..
Balcrishna Vasudeva	ditto ..	ditto ..	ditto ..
Mancherji Dinsha	ditto ..	ditto ..	ditto ..
Jamshedji Dosabhai	ditto ..	ditto ..	ditto ..
Rustamji Jamshedji	ditto ..	ditto ..	ditto ..
Framji Dorabji	ditto ..	ditto ..	ditto ..
Annaji Bhivaro	ditto ..	ditto ..	ditto ..
Mahadhava Narayan	ditto ..	ditto ..	Free Student.
Beramji Nusarwanji	ditto ..	ditto ..	ditto ..
Mancherji Kharshedji	ditto ..	ditto ..	ditto ..
Dosabhai Naorozji	ditto ..	ditto ..	Paying Student.
On the Sir Edward West Foundation.			
Ardashir Pestanji	ditto ..	May 1857 ..	Stipendiary ..
Pestanji Sorabji	ditto ..	ditto ..	ditto ..
Dalpatram Jivanram	ditto ..	ditto ..	ditto ..
Mhadaji Vishnu	ditto ..	ditto ..	ditto ..
Pestanji Kavozji	ditto ..	ditto ..	ditto ..
L. P. de Rozario	ditto ..	ditto ..	ditto ..
Jethashankar Kripashankar ..	ditto ..	ditto ..	ditto ..
Jamshedji Nusarwanji	ditto ..	ditto ..	ditto ..
Nusarwanji Bomanji	ditto ..	ditto ..	ditto ..
Dalpatram Pranjivan	ditto ..	ditto ..	ditto ..
Rustamji Kharshedji	ditto ..	ditto ..	Free Student.
Damodhar Balcrishna	ditto ..	ditto ..	ditto ..

14.

gained during the Year.

SHIPS GAINED AT COLLEGES.

For how long Tenable.	For Proficiency in what Branch.	Remarks.
2 years	Different Branches of Literature and Science.	As per Notification published in Government Gazette 18th April 1857.
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
1 year	ditto.	Ditto.
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	

Name of Scholar.	College at which gained.	When gained.	Stipendiary.
Kavozji Dhanjibhai	Elphinstone College.	May 1857 ..	Free Student.
Vasudeva Jagannath	ditto ..	ditto ..	Stipendiary ..
Uttamram Nurbheram	ditto ..	ditto ..	ditto ..
Bhai Ramchandra	ditto ..	ditto ..	ditto ..
Bala Mangesh	ditto ..	ditto ..	ditto ..
Narayan Mahadeva	ditto ..	ditto ..	ditto ..
Khurshedji Dinsha	ditto ..	ditto ..	ditto ..
Bhaskar Hari	ditto ..	ditto ..	ditto ..
Hirjibhai Aspandiarji	ditto ..	ditto ..	ditto ..
Sadanand Balcrishna	ditto ..	ditto ..	Free Student.
Bhai Jivanji	ditto ..	ditto ..	ditto ..
Ramcrishna Gopal	ditto ..	ditto ..	Stipendiary ..
Murlidhar Girdhar	ditto ..	ditto ..	ditto ..
Javerilal Umiashankar	ditto ..	ditto ..	ditto ..
Rama Ok..	Poona College.	January 1849.	ditto ..
Rowjee Gorboley	ditto ..	October 1846.	ditto ..
Purushuram Gorboley	ditto ..	July 1852 ..	ditto ..
Baba Gokhley	ditto ..	Dec. 1853..	ditto ..
Krishnaji Bhikajee	ditto ..	August 1854.	ditto ..
Bala Nagnath	ditto ..	June 1854...	ditto ..
Bhaoo Gokhley	ditto ..	Sep. 1854..	ditto ..
Nana Ghatey	ditto ..	February 1856	ditto ..
Vishnu Balkrishna	ditto ..	January 1855.	ditto ..
Damodur Jugannath	ditto ..	February 1855	ditto ..
Rama Gokhley	ditto ..	Ditto ..	ditto ..
Trimbuk Sarunjamey	ditto ..	Ditto ..	ditto ..
Wamun Agurkur..	ditto ..	Ditto ..	ditto ..
Sanskrit Scholars.			
Bappu Joshee Newaskur ..	ditto ..	October 1856.	ditto ..
Shedheshwur Deokuley	ditto ..	Nov. 1847 ..	ditto ..
Vinayek Pitkur	ditto ..	Sept. 1847 ..	ditto ..
Vireshwurbhut Wyckur.. ..	ditto ..	January 1849.	ditto ..
Bhima Acharya Kanadey ..	ditto ..	January 1849.	ditto ..
Vishnu Lalit	ditto ..	March 1851..	ditto ..
Parashuram Patunkur	ditto ..	July 1854 ..	ditto ..
Annunta Gorboley	ditto ..	ditto ..	ditto ..
Damu Puntambekur	ditto ..	ditto ..	ditto ..
Bhiku Aynapoorey	ditto ..	ditto ..	ditto ..
A. P. D. Andrade	Grant Medical Coll.	April 1856..	ditto ..

For how long Tenable.	For Proficiency in what Branch.	Remarks.
1 year	Different Branches of Literature and Science.	
2 years	ditto.	Senior Scholar, 2nd Class.
ditto ..	ditto.	Ditto ditto.
ditto ..	ditto.	Ditto ditto.
ditto ..	ditto.	Ditto 1st Class.
ditto ..	ditto.	Ditto ditto.
ditto ..	ditto.	Ditto ditto. [wad.
1 year	ditto.	Ditto ditto. Murathee Gaik-
ditto ..	ditto.	Ditto ditto. Guzerathee Gaik-
2 years	ditto.	Ditto ditto. [wad.
ditto ..	ditto.	Ditto ditto.
1 year	ditto.	Ditto ditto.
ditto ..	ditto.	Ditto ditto.
ditto ..	ditto.	Ditto ditto.
10 years	In English.	
ditto ..	ditto	Resigned 10th October 1856.
ditto ..	ditto	Ditto 12th June 1856.
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
8 years	In Sanskrit.....	Resigned 6th October 1856.
ditto ..	ditto.	
ditto ..	ditto.....	Ditto 1st December 1856.
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
1 year	Anatomy, Practical and Surgical Anatomy included.	

Name of Scholar.	College at which gained.	When gained.	Stipendiary.
Bazunjee Rustomjee	Grant Medical Coll.	April 1856..	Stipendiary ..
Cursetjee Framjee	ditto ..	ditto ..	ditto ..
Jumnadass Hurgovindass ..	ditto ..	ditto ..	ditto ..
Wamon Wassoodave	ditto ..	ditto ..	ditto ..
Eduljee Nussurwanjee	ditto ..	ditto ..	ditto ..
Muncherjee Byramjee	ditto ..	ditto ..	ditto ..
J. N. Mendonca	ditto ..	ditto ..	Free ..
Byramjee Nowrojee	ditto ..	ditto ..	ditto ..
B.—Junior Scholarships, or Scholar			
Chintu Thewoorkur	Poona College ..	January 1849.	Stipendiary ..
Dajee Londhey	ditto ..	Sept. 1847 ..	ditto ..
Rama Wyed	ditto ..	January 1846.	ditto ..
Shridhur Jambhekur	ditto ..	January 1849.	ditto ..
Gazanun Pathuk..	ditto ..	July 1849 ..	ditto ..
Chintoo Walimbey	ditto ..	April 1851 ..	ditto ..
Rama Powar	ditto ..	March 1855.	ditto ..
Shriram Bhikaji	ditto ..	Sept. 1854 ..	ditto ..
Gunnu Malwunkur	ditto ..	January 1849.	ditto ..
Vinayek Adurekur	ditto ..	ditto ..	ditto ..
Sukharam Deo	ditto ..	Feb. 1849	ditto ..
Manohur Rishee.. .. .	ditto ..	Feb. 1856..	ditto ..
Ramakant Bhendey	ditto ..	ditto ..	ditto ..
Govind Bullal	ditto ..	ditto ..	ditto ..
Martund Paitkur..	ditto ..	ditto .	ditto ..
Gopal Neney	ditto ..	ditto ..	ditto ..
Wasudeo Jugannath	ditto ..	ditto ..	ditto ..
Wamun Baput	ditto ..	ditto ..	ditto ..
Narayen Deshpandey	ditto ..	ditto ..	ditto ..
Balkrishna Baput	ditto ..	March 1856.	ditto ..
Gundoo Tailung	ditto ..	ditto ..	ditto ..
Normal Scholars.			
Vinayek Topee	ditto ..	July 1851 ..	ditto ..
Harri Damley	ditto ..	Sept. 1851 ..	ditto ..
Krishna Datar	ditto ..	Dec. 1853 ..	ditto ..
Sadu Sahasrabudhey	ditto ..	March 1854..	ditto ..
Narayen Natu	ditto ..	June 1854 .	ditto ..

For how long Tenable.	For Proficiency in what Branch.	Remarks.
1 year	Duties of Clinical Clerk and Surgical Dresser.	
ditto ..	Practical Knowledge of Medicine, Surgery, and Midwifery.	
ditto ..	Anatomy and Physiology ..	Ceased in the month of January 1857.
ditto ..	Materia Medica and Practical Pharmacy.	
ditto ..	Chemistry, Theoretical and Practical.	
ditto ..	On the subject of Study during the Session.	
ditto ..	ditto.	
ditto ..	In Compounding Medicine.	

SHIPS GAINED AT SCHOOLS.

10 years ..	In English.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto	Resigned 6th November 1856.
ditto ..	ditto	Ditto 6th February 1857.
ditto ..	ditto	
ditto ..	ditto	
ditto ..	ditto	
ditto ..	ditto	Resigned 12th June 1856.
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
Unlimited ..	In Vernacular.	
	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	

Name of Scholar.	College at which gained.	When gained.	Stipendiary.
Nana Padhey	Poona College.....	March 1853..	Stipendiary ..
Venku Dravid	ditto ..	Feb. 1852 ..	ditto ..
Shivram Dantey	ditto ..	June 1854 ..	ditto ..
Balkrishna Goorzur	ditto ..	ditto ..	ditto ..
Narayen Goorzur	ditto ..	Feb. 1852	ditto ..
Balkrishna Kalgaumkur.. ..	ditto ..	August 1852.	ditto ..
Gunnoo Wyed	ditto ..	April 1855 ..	ditto ..
Babajee Hurree	ditto ..	ditto ..	ditto ..
Bala Ok	ditto ..	ditto ..	ditto ..
Sitaram Kanerey..	ditto ..	June 1855 ..	ditto ..
Rama Patunkur	ditto ..	ditto ..	ditto ..
Witto Gorboley	ditto ..	ditto ..	ditto ..
Moru Dharup	ditto ..	June 1854 ..	ditto ..
Bhaskur Abyunkur	ditto ..	ditto ..	ditto ..
Gunnoo Baput	ditto ..	ditto ..	ditto ..
Bappoo Purshotum	ditto ..	July 1854 ..	ditto ..
Sopana Thakur	ditto ..	August 1854.	ditto ..
Sudu Limayey	ditto ..	ditto ..	ditto ..
Narayen Yogee	ditto ..	Sept. 1854 ..	ditto ..
Gunnoo Ranadey..	ditto ..	ditto ..	ditto ..
Vinayek Joglekur	ditto ..	Oct. 1854 ..	ditto ..
Hurri Mahadeo	ditto ..	Feb. 1856 ..	ditto ..
Sukharam Phurkey	ditto ..	June 1856 ..	ditto ..
Luxumun Parajpey	ditto ..	August 1856.	ditto ..
Harri Abajee	ditto ..	ditto ..	ditto ..
Narayen Vinayek..	ditto ..	ditto ..	ditto ..
Wasudeo Annunt..	ditto ..	ditto ..	ditto ..
Moru Ramchundra	ditto ..	ditto ..	ditto ..
Kisunsing	ditto ..	ditto ..	ditto ..
Damodur Gungadhur	ditto ..	ditto ..	ditto ..
Morari Teylee	ditto ..	ditto ..	ditto ..
Venkut Rungo	ditto ..	ditto ..	ditto ..
Candidate Masters.			
Balajee Shunkur..	ditto ..	August 1857.	ditto ..
Ramchundra Vinayek	ditto ..	ditto ..	ditto ..
Hurri Shridhur	ditto ..	ditto ..	ditto ..
Vishnoo Dajee	ditto ..	ditto ..	ditto ..
Govind Vishnoo	ditto ..	ditto ..	ditto ..
Kashinath Wasudeo	ditto ..	ditto ..	ditto ..
Purmeshwur Vinayek	ditto ..	ditto ..	ditto ..
Gopal Purushram	ditto ..	ditto ..	ditto ..
Vinayek Narayen	ditto ..	ditto ..	ditto ..
Mahadeo Ramchundra	ditto ..	ditto ..	ditto ..

For how long Tenable.	For Proficiency in what Branch.	Remarks.
Unlimited ..	In Vernacular.	
ditto ..	ditto.	
ditto ..	ditto	Appointed Schoolmaster at Nusserabad June 1856.
ditto ..	ditto	Ditto at Errandole June 1856.
ditto ..	ditto	Resigned.
ditto ..	ditto	Ditto 1st October 1856.
ditto ..	ditto.	
ditto ..	ditto	Ditto June 1856.
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto	Ditto 7th January 1857.
ditto ..	ditto.	
ditto ..	ditto	Ditto 1st November 1856.
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.

Name of Scholar.	College at which gained.	When gained.	Stipendiary.
Krishnajee Ganesh	Poona College ..	August 1857.	Stipendiary ..
Wasudeo Bullal	ditto ..	ditto ..	
Ballajee Gungadhur	ditto ..	ditto ..	ditto ..
Vishwanath Suddasive	ditto ..	ditto ..	ditto ..
Wassodeo Narayen	ditto ..	ditto ..	ditto ..
Ramchundra Bhikajee	ditto ..	ditto ..	ditto ..
Vishnoo Somnath	ditto ..	ditto ..	ditto ..
Nilkunt Bhaskur..	ditto ..	ditto ..	ditto ..
Harri Bhaskur	ditto ..	ditto ..	ditto ..
Gungadhur Ramchundra ..	ditto ..	ditto ..	ditto ..
			ditto ..
Lulloo Goolabchund	Kaira English School.	Feb. 1857 ..	ditto ..
Shivlal Jethabhai	Nerind ditto ..	March 1857..	ditto ..
Deoshunkur Bhowanishunkur ..	Mahooda Vernacular School.....	Feb. 1857..	ditto ..
Harilal Pranjivan	Broach English School	April 1857 ..	ditto ..
Damodur Ghelabhai		Ditto ..	ditto ..
Dulputram Jivanram			ditto ..

For how long Tenable.	For Proficiency in what Branch.	Remarks.
Unlimited ..	In Vernacular.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
During good behaviour as settled in each case.	General.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	
ditto ..	ditto.	

TABLE

Return of Candidates passed during the Year 1856-57,

No.	Names of passed Candidates.	When or where Examined.	Where Educated.
1	Ramchundra Mahadeo Kelkur.	Rutnagherry, 16th August 1856.	Rutnagherry School No. I. ..
2	Narrayan Wassoodeo Satay.	Do. 12th Nov. 1856.	Malgoond School .. ..
3	Damother Mahadeo Limaya.	Ditto.. ..	Rutnagherry School No. II. ..
4	Sakharam Raghunath Purbhoo.	Vingorla, 25th ditto..	Vingorla School .. ..
5	Esvunt Dhondeo Pudvekur.	Malwan, 29th ditto..	Malwan School .. ..
6	Rungoo Luxumon Wahulkur.	Ditto.. ..	Ditto .. ..
7	Baboo Urjoon Shervundker.	Ditto.. ..	Ditto .. ..
8	Pureshram Bhasker Kanay.	Rutnagherry, 16th December 1856.	Someshwer School .. ..
9	Narayen Jewajee	Ditto.. ..	Rutnagherry School No. II. ..
10	Wassoodeo Chintamon Josee.	Ditto.. ..	Ditto .. ..
11	Gungadhur Mahadeo Pitray.	Ditto.. ..	Ditto No. I. ..
12	Crushnajee Gunesh Dixit ..	Ditto.. ..	Ditto .. ..
13	Cassinath Veereshwer Khuray.	Gohagur, 5th January 1857.	Gohagur School .. ..
14	Ramchundra Moreshwer ..	Ditto.. ..	Ditto .. ..
15	Rowjee Bhasker Dixit ..	Dabhol, 9th ditto ..	Dabhol School .. ..
16	Venayak Sudasheo ..	Hurnai, 23rd February 1857.	Hurnai do. .. ..
17	Dajee Luxuman Cholkur..	Moorood, 27th ditto.	Moorood do. .. ..
18	Bhikajee Crishna Putwurdhun.	Rutnagherry, 9th April 1857.	Rutnagherry do. No. I. ..
19	Naro Mahadeo Phudkey..	Pawus 15th Apr. 1857.	Pawas do. .. ..
20	Hurry Sukharam	Ditto	Do. do. .. ..
21	Gopall Abasett	Rutnagherry, 5th May 1857.	Rutnagherry do. No. II. and at Sattara.
22	Tanajee Ramjee	Ditto.. ..	Do. do. No. I. ..
	TANNA COLLECTORATE.		
23	Bhikajee Babjee Purajpye.	28th and 29th Aug. 1856.	Rutnagherry No. I. .. ..

15.

for Employment or Promotion in the Educational Department.

Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	Remarks.
No certificate granted.	For Assistant Mastership ..	Appointed Assistant Master in School No. II.
Ditto.. ..	For Mastership	Do. Schoolmaster, Cochray.
Ditto.. ..	Ditto	Do. at Sheeposhee.
Ditto.. ..	For Assistant Mastership.	
Ditto.. ..	Ditto	Do. Monitor in Malwan School.
Ditto.. ..	Ditto	Do. do.
Ditto.. ..	Ditto	Do. do.
Ditto.. ..	For Mastership	Do. Master at Achray.
Ditto.. ..	For Assistant Mastership.	
Ditto.. ..	Ditto	Do. Assistant Master, Rutnagherry.
Ditto.. ..	Ditto.	
Ditto.. ..	Ditto.	
Ditto.. ..	For Mastership	Do. Master at Pureshram.
Ditto.. ..	Ditto	Do. Monitor in Hurnai School.
Ditto.. ..	For Assistant Mastership ..	Do. Master of a Regimental School.
Ditto.. ..	For Mastership	Do. Assistant Master, Malgoond School.
Ditto.. ..	Ditto.	
Ditto.. ..	Ditto	Do. Assistant Master in School No. I.
Ditto.. ..	Ditto	Do. Revenue Survey Department.
Ditto.. ..	Ditto.	
Ditto.. ..	For Assistant Mastership ..	Do. Assistant Master, Chiploon.
Ditto.. ..	For Assistant Mastership ..	Do. Rutnagherry Adawlut.
Ditto.. ..	More or less qualified for the office of Primary Village Schoolmaster.	

No.	Names of passed Candidates.	When or where Examined.	Where Educated.
24	Gunesh Mahadeo Khudilkur.	26th September 1856.	Bassein School .. ..
25	Ramchundra Balcrishna Lelay.	Ditto.. ..	Ditto.
26	Venayak Bhikajee Damlay.	6th and 8th October 1856.	Gohagur School .. ..
27	Moreshwer Crishna Kanay.	8th October 1856..	Bassein do. .. ..
28	Sheetaram Bhasker Safray.	22nd ditto.. ..	Amerchundwadee School and Poona College.
29	Bhikajee Mahadeo Kelkur..	30th ditto.. ..	Malgoond School .. ..
30	Govind Chimnajee.. ..	Aug. 1856 at Dharwar.	In the Dharwar, Candidate Class.
31	Gunesh Sudasew	Ditto.. ..	Ditto .. ..
32	Venkajee Annajee	Ditto.. ..	Ditto .. ..
33	Sudasew Shewram.. ..	Dec. 1856 at Dharwar.	Ditto .. ..
34	Abajee Krishna	Aug. 1856 at Dharwar.	Ditto .. ..
35	Dewaker Narayen	Ditto.. ..	Ditto .. ..
36	Ramchundra Annunt ..	Ditto.. ..	Ditto .. ..
37	Fakeerchund Balajee ..	Ditto.. ..	Ditto .. ..
38	Sambajee Mulhar	Dec. 1856 at Dharwar.	Ditto .. ..
39	Ramchundra Bapoojee ..	Aug. 1856 at Dharwar.	Ditto .. ..
40	Govind Pandoorung ..	Ditto.. ..	Ditto .. ..
41	Wassudeo Lingo	Dec. 1856 at Dharwar.	Ditto .. ..
42	Veerupunna bin Sidlingappa.	Ditto.. ..	Ditto .. ..
43	Goverdhun Hurgovindas ..	5th Feb. 1857 at Kaira.	Neriad School .. ..
44	Luxumon Jiva	Ditto.. ..	Ahmedabad do. .. ..
45	Mohanlal Girdhur	Ditto.. ..	Kaira do. .. ..
46	Harjivan Kalidas	Ditto.. ..	Dhundooka do. .. ..
47	Javarbhai Keshowram ..	Ditto.. ..	Neriad do. .. ..
48	Mahashanker Khoosal ..	....	Oomret do. .. ..

Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	Remarks.
No certificate granted.	More or less qualified for the office of Primary Village Schoolmaster.	
Ditto.. ..	Ditto.	
Ditto.. ..	Ditto.	
Ditto.. ..	Ditto.	
Ditto.. ..	Ditto.	
Ditto.. ..	Ditto.	
First or higher grade of the 3rd class.	First or highest grade of the 3rd Class, and entitled to a salary of Rs. 12 a month.	Appointed, on the 3rd September 1856, to the charge of the new School at Guduk.
Ditto.. ..	Ditto	Do. Gokak Canarese do.
Ditto.. ..	Ditto	Do. BadameeCanarese do.
Ditto.. ..	Ditto	Do. Kittoon Canarese do.
Second grade of the 3rd Class.	Second grade of the 3rd class, and entitled to a salary of Rs. 10 a month.	Do. Anuntpoor Canarese School.
Ditto.. ..	Ditto	Do. Pachapoor Canarese School.
Ditto.. ..	Ditto	Turrus Canarese School, 28th August 1856.
Ditto.. ..	Ditto	Belowdee Canarese School, do.
Ditto.. ..	Ditto	Beelgee Canarese School, 22nd December 1856.
Third or lowest grade of the 3rd class.	Third or lowest grade of the 3rd class and entitled to a salary of Rs. 8 a month.	Belgee, 1st September 1856.
Ditto.. ..	Ditto	Kostee Peth Purwuttee, do.
Ditto.. ..	Ditto	Yardwar, 22nd December 1856.
Ditto.. ..	Ditto	Wanee Peth Purwuthee, 18th December 1856.
No certificate granted.	Qualified for admission into the 1st Normal Class.	Not admitted into the Normal Class, in consequence of refusal to sign the necessary bond and give the required security.
Ditto.. ..	Ditto 2nd ditto	Do. do.
Ditto.. ..	Ditto ..	Do. do.
Ditto.. ..	Ditto	Do. do.
Ditto.. ..	Ditto	Do. do.
Ditto.. ..	Passed as qualified for employment as Master of Primary School on Rs. 10 per mensem.	

No.	Names of passed Candidates.	When of where Examined.	Where Educated.
49	Lalbhai Mahadooram ..	.....	Kuppurvunj School .. ..
50	Amritlal Malukchand ..	.....	Mehmedbad and Kuppurvunj Schools.
51	Amtharam Bhoodharjee ..	.....	Bareja Indigenous School ..
52	Govindlal Bapoojee ..	.....	Ahmedabad School No. II. and English School.
53	Purshotum Bhimjee ..	.....	Dholka School and ditto ..
54	Shaik Mahomed Alibhai ..	.....	Ditto ..
55	Lulloo Jugjivan	.....	Dholka School .. ..

Grade of Certificate gained.	Grade of Appointment to which entitled in consequence.	Remarks.
No certificate granted.	Passed as qualified for employment as Master of Primary School on Rs. 10, per mensem.	
Ditto.. ..	Ditto	Admitted into the 2nd Normal Class at Ahmedabad.
Ditto.. ..	Ditto	
Ditto.. ..	Ditto	Appointed Master of the G. V. School at Sathal.
Ditto.. ..	Ditto	
Ditto.. ..	Ditto	
Ditto.. ..	Ditto	

TABLE

Return of Private Donations and Endowments from which Aid

Name of Donor.	Description of Donation.	Rs.	a.	p.
Interest on funded capital amounting to Rs. 80,000.	.....	3,420	0	0
Dhunjeebhoy Nusserwanjee Cama, Esq.	Subscription to the Elphinstone Institution.	105	0	0
Hormusjee Pestonjee Framjee, Esq..	Ditto ..	15	0	0
Framjee Nasserwanjee, Esq... ..	Ditto ..	60	0	0
Bhawoo Dajee, Esq.	Ditto ..	60	0	0
Narrayen Dajee, Esq..	Ditto ..	30	0	0
Bomanjee Framjee, Esq.	Ditto ..	50	0	0
Jagonnath Sunkursett, Esq... ..	Ditto ..	200	0	0
Ragonath Narrayen, Esq.	Ditto ..	15	0	0
Cassinath Dhackjee, Esq.	Ditto ..	15	0	0
Wishwanath Atmaram, Esq... ..	Ditto ..	15	0	0
Taebjee Bhoyeemeah, Esq.	Ditto ..	30	0	0
Soojawooden Taebjee, Esq.	Ditto ..	30	0	0
Nasserwanjee Cursetjee, Esq.. ..	Ditto ..	50	0	0
Nowrojee Cursetjee, Esq.	Ditto ..	25	0	0
Atmaram Madowjee, Esq.	Ditto ..	25	0	0
Wullubjee Muljee, Esq.	Ditto ..	30	0	0
Cursetjee Sorabjee, Esq.	Ditto ..	120	0	0
Munguldass Nathubhay, Esq. ..	Ditto ..	30	0	0
Narrayen Dinanath, Esq.	Ditto ..	15	0	0
Dossabhoy Framjee Cama, Esq. ..	Ditto ..	30	0	0
Pestonjee Framjee Cama, Esq. ..	Ditto ..	50	0	0
Sorabjee Pestonjee Framjee, Esq. ..	Ditto ..	30	0	0
Doctor A. D. Silva	Ditto ..	15	0	0
Dhunjeebhoy Framjee, Esq... ..	Ditto ..	15	0	0
Sorabjee Framjee, Esq.	Ditto ..	15	0	0
Byramjee Sorabjee Moos, Esq. ..	Ditto ..	90	0	0
Bhasker Soonderjee, Esq.	Ditto ..	20	0	0
Venaek Wassudew, Esq.	Ditto ..	25	0	0
Verjeevandass Madowdass, Esq. ..	Ditto ..	30	0	0
Purshotumdass Hirachund, Esq. ..	Ditto ..	15	0	0
Govind Balcrushna, Esq.	Ditto ..	15	0	0
Atmaram Pandurang, Esq.	Ditto ..	30	0	0
Dossabhoy Hormusjee, Esq... ..	Ditto ..	60	0	0
Pestonjee Hormusjee Camajee, Esq..	Ditto ..	30	0	0
Sorabjee Hormusjee Davur, Esq. ..	Ditto ..	30	0	0
	Carried over Rs...	4,840	0	0

16.

was received by the Department during the Year 1856-57.

Annual Value.	For what Period to continue.	Remarks.
Rs. a. p.		
....	In perpetuity.	
.....	For one year.	
....	Ditto.	
....	Ditto.	
....	Ditto

Name of Donor.	Description of Donation.	Rs.	a.	p.
Brought over	.. ..	4,840	0	0
Manickjee Limjee, Esq.	Subscription to the Elphinstone Institution.	15	0	0
Wassudew Pandurang, Esq.	Ditto	15	0	0
Nowrojee Furdoonjee, Esq.	Ditto	15	0	0
RUTNAGHERRY COLLECTORATE.				
Villagers of Seeposee..	Monthly Rs. 5, being the amount of half pay agreed to be paid to the Murathee Schoolmaster from 1st May 1855.	60	0	0
Ditto of Cusba Dewrook Turf Sungmeshwer, Talooka Rutnagherry.	Do. do. at Rs. 78 from 5th November 1856.	36	8	0
Ditto of Rutnagherry	For the use of the English School at Rutnagherry.	46	0	0
SURAT COLLECTORATE.				
Ryots of Chukla Cusba	Contribution from Ryots for the establishment of new Schools.	97	2	0
Ditto Ahmedabad Collectorate ..	Ditto	685	4	0
Ditto Kaira Collectorate	Ditto	4,759	2	3
TANNA COLLECTORATE.				
Talooka Sunjan.—School at Dhanoo.				
The Committee of the School ..	Money	48	2	4
Eduljee Cooverjee	Do.	25	10	8
Talooka Mahim.—School at Tarapoor.				
Wittul Babjee and 36 other villagers .	Do.	38	8	0
School at Cusba Mahim.				
Govindrao Ramchunder Dulvie and 71 others	Do.	321	8	0
Carried over	.....	433	13	0

Annual Value.	For what Period to continue.	Remarks.
Rs. a. p.		
....		
....	For one year.	
....	Ditto.	
....	Ditto.	
4,885 0. 0		
....	Until the Schools are in existence, or the wish of the villagers.	Contribution from Ryots.
....	Ditto.	
....	Paid at one time	Collected from the Inhabitants of Rutnagherry.
142 8 0		
....	So long as the Schools are kept.	
....	Ditto.	
....	Ditto.	
5,541 8 3		
....	19th May to 30th November 1856.	For the Schoolmaster's pay, petty supply charges and school house-rent disbursed by the School Committee direct, besides School furniture.
....	12th September 1856 to 31st January 1857.	Ditto.
....	July to November 1856 ..	For the pay of the Schoolmaster, including petty supply.
....	.....	For building a School-house.
10,569 0 3		

Name of Donor.	Description of Donation.	Rs.	a.	p.
Brought over .. Rs.	.. .. ..	433	13	0
Talooka Colwan.—School at Gorbay.				
Martund Wittul and others	Money	26	4	2
School at Cusba Moorbaur.				
Duttatruay Muckoond Deshpanday and five other members of the School Committee.	Do.	80	1	0
School at Loe.				
Cashee Sutwajee Deshmookh and five other members of the School Committee.	Do.	22	0	0
School at Kenolee.				
Mahadowra Deojee Coolcurnee and four other members of the School Committee.	Do.	10	0	0
Succaram Herojeerow Deshmookh Adheekaree.	Do.	20	0	0
Talooka Cullian.—School at Cusba Cullian.				
Gunputrao Amroodeshwer and 85 other villagers.	Do.	525	0	0
Talooka Salsette.—School at Bandora.				
The Committe of the School.. ..	Do.	6	7	3
Antone Manoel De Monte, Patel ..	1 chair	2	8	0
Merwanjee Shapoorjee.	1 chair and 1 table.. ..	7	0	0
School at Mouje Jeo.				
Pandoorung Hurjee	Money	33	12	0
Gunnesh Dhondeo and five other members of the School Committee.	1 chair, 1 table, & 1 chest..	5	6	3
School at Gorai.				
Antone Francis Henriques, Patel ..	Ditto	6	0	0
School at Oorun.				
Manoel de Souza, Esquire	Money	....		
Carried over.. Rs.	.....	1,178	3	8

Annual Value.	For what Period to continue.	Remarks.
Rs. a. p.		
10,569 0 3		
....	December 1856 to Apr. 1857.	For the pay of the Schoolmaster, House for School, 1 table and 2 chairs, cost Rs. 7-8-0, are provided by the School Committee direct.
....	May 1856 to February 1857.	For the pay of the Schoolmaster, including petty supply.
....	.....	For the pay of the Schoolmaster.
....	.....	Ditto.
....	.....	Ditto.
....	.....	For building School-house.
....	Nov. and Dec. 1856 ..	For the pay of the Schoolmaster.
....	.....	Estimated value.
....	.....	Ditto.
....	Oct. 1856 to March 1857 ..	For the Schoolmaster's pay.
....	.....	Estimated value.
....	.....	Ditto.
....	May to December 1856 ..	Pay to Schoolmaster at Rs. 5 per month, paid direct.
10,569 0 3		

Name of Donor.	Description of Donation.	Rs.	a.	p.
Brought over.. Rs.	.....	1,178	3	8
The villagers	Money	....		
School at Moray Bunder.				
The villagers	Do.	....		
Talooka Tulloja.—School at Shahabag.				
Gungadhur Gopall Datur	Do.	36	0	0
The villagers	1 chair and 1 stool.. ..	1	8	0
Talooka Panwell.—School at Paluspay.				
Suddasive Narrayen Wozzay.. ..	Money	24	0	0
School at Kawny.				
Changoo Bappoo Patel and 120 other villagers.	Do.	34	14	2
School at Sayee.				
Ramchunder Rugghonath and two others.	Do.	13	12	9
Talooka Nurrapoor.—School at Dutinolee.				
Parents of the boys attending the School.	Do.	44	0	0
School at Khalapoor.				
Parents of the boys attending the School.	Ditto	70	0	0
	1 table and 2 chairs ..	9	4	0
School at Campoolee.				
Parents of the boys attending the School.	Money	21	12	10
School at Chowk.				
Parents of the boys attending the School.	Do.	24	2	8
Carried over.. Rs.	.....	1,457	10	1

Annual Value.	For what Period to continue.	Remarks.
Rs. a. p.		
10,569 0 3		
....	May 1856 to April 1857..	House rent at Rs. 2-8 per month, paid direct to Schoolmaster.
....	Nov. 1856 to Apr. 1857..	Petty supply allowance at 8 annas per month, paid direct to Schoolmaster.
....	May 1856 to April 1857 ..	Schoolmaster's pay at Rs. 8-8-0 per month, including petty supply.
....	October 1856 to April 1857.	For the Schoolmaster's pay, including petty supply Rs. 6 per month.
....	.....	Estimated value.
....	Sept. to Dec. 1856.. ..	Schoolmaster's pay from September to December 1856 paid by him, and afterwards by the villagers.
....	July to November 1856 ..	For the pay of the Schoolmaster, and 8 annas for hire for a box of School books, paid direct.
....	Sept. 1856 to Jan. 1857 ..	Ditto.
....	No Schoolmaster is appointed by Government.	For the Schoolmaster's pay and petty supply.
....	.....	For Schoolmaster's pay Rs. 7, House rent Rs. 1, and petty supply Rs. 1-8.
....	.....	Estimated value.
....	.....	For Schoolmaster's pay, including petty supply at Rs. 6 per month.
....	.....	Ditto ditto House-rent, paid direct.
10,569 0 3		

Name of Donor.	Description of Donation.	Rs.	a.	p.
Brought over.. Rs.	.....	1,457	10	1
Talooka Sanksee.—School at Nagotna.				
Shewjee Cassinath and seven other members of the School Committee.	Money	57	8	9
Talooka Ryghur.—School at Natay.				
The villagers	Do.	12	0	0
Gunnesh Ramchunder	1 chest, 1 round ruler, and 1 chair.	6	10	0
Talooka Rewdunda.—School at Alibaugh.				
The School Committee	Money	438	0	0
DHARWAR COLLECTORATE.				
School at Dharwar.				
Inhabitants of Dharwar	Do.	182	14	0
Talooka Bunkapoor.—School at Seegaum.				
Inhabitants of Seegaum	Do.	200	10	0
Talooka Raneebednore.—School at Beeadgee.				
Inhabitants of Beeadgee	Do.	36	15	0
Talooka Kode.—School at Kaguelle.				
Inhabitants of Kaguelle	Do.	36	12	0
Talooka Hangul.				
Inhabitants of Aloor	Do.	85	6	0
UNDER THE POLITICAL AGENT IN KATTYAWAR.				
The Thakore of Bhownuggur for Sumvuts 1911-12-13.	Yearly money subscriptions.	3,000	0	0
The Chief of Gondul do. 1911 & 1912.	Ditto	1,000	0	0
Do. of Drangudra do. 1912 & 1913.	Ditto	1,000	0	0
Carried over.. Rs.	.....	5,000	0	0

Annual Value.	For what Period to continue.	Remarks.
Rs. a. p.		
10,569 0 3		
....	8th September 1856 to 31st March 1857.	For the Schoolmaster's pay.
....	September to Oct. 1856 ..	Ditto.
....	....	Estimated value.
....	....	For building a School-house.
1,971 12 10		
....	....	For the payment of the salary of the master of the English School.
....	....	For the Schoolmaster's pay.
....	....	Ditto
....	....	Ditto
....	....	For erecting a School-room at Aloor.
542 9 0		
13,083 6 1		

Name of Donor.	Description of Donation.	Rs.	a.	p.
Brought over.. Rs.	.....	5,000	0	0
The Chief of Morvee for Sumvuts 1909, 10, 11, and 12.	Yearly money Subscriptions.	2,000	0	0
Do. of Jhardhun do. 1909, 10, 11, & 12.	Ditto	800	0	0
Do. of Joonaghur do. 1911, 12, & 13.	Ditto	3,001	0	0
Do. of Limree do. 1909, 10, 11, & 12.	Ditto	1,200	0	0
Do. of Wudwan do. 1911 & 12. ..	Ditto	600	0	0
Do. of Porebunder do. 1909, 10, 11, & 12.	Ditto	2,000	0	0
Do. of Nowanuggur do. 1910, 11, & 12.	Ditto	3,000	0	0
Do. of Palitana do. 1912	Ditto	400	0	0
Do. of Choora do. 1909, 10, 11, 12, & 13.	Ditto	750	0	0
Do. of Jetpoor	Ditto	25	0	0
KURRACHEE COLLECTORATE.				
Municipality of Kotree	Money	180	0	0
Ditto Shewan	Do.	250	0	0
Inhabitants of Tultee, Talooka Shewan	Do.	216	0	0
BELGAUM COLLECTORATE.				
Padshapoor District.				
Villagers of Padshapoor	Do.	49	0	0
Chickoree District.				
Villagers of Chickoree	Do.	160	0	6
Villagers of Hookerry	Do.	120	0	0
Bagulcotta District.				
Villagers of Bagulcotta	Do.	53	6	0
Villagers of Beelgee	Do.	24	0	0
Hoongoond District.				
Villagers of Hoongoond	Do.	262	12	0
		144	8	0
Mahal Ilkul.				
Villagers of Anuntpoor	Do.	296	4	0
		121	12	0
Carried over.. Rs.	.....	1,231	10	6

Annual Value.	For what Period to continue.	Remarks.
Rs. a. p.		
13,083 6 1		
18,776 0 0	As long as the Educational Departments exist in this Province.	
....	Always	Pay to Master and Peon.
....	Do.	Ditto.
....	Once	For a School-house.
646 0 0		
....	From Feb. to Aug. 1857 ..	Schoolmaster's pay and contingencies.
....	5 years, from 1st Jan. 1855 to 31 Dec. 1859.	Schoolmaster's pay.
....	5 years, from 1st Dec. 1854 to 30th Nov. 1859.	Ditto.
....	5 years, from 16th June 1856 to 15th June 1861.	Ditto.
....	Ditto	Ditto.
....	For 5 years	Construction of a School-house. Pay of the Master.
....	Ditto	Ditto.
32,505 6 1		

Name of Donor.	Description of Donation.	Rs.	a.	p.
Brought over.. Rs.	.....	1,231	10	6
Gokak District.				
Villagers of Gokak	Money	138	0	0
Ditto of Yadwar	Do.	24	0	0
Uthnee District.				
Villagers of Uthnee	Do.	85	5	0
BROACH COLLECTORATE.				
Wagra Talooka.				
Village community of Wagra ..	Do.	64	0	0
Jambooseer Talooka.				
Village community of Malpoor ..	Do.	31	4	0
Ditto of Kavee ..	Do.	57	8	9
Ditto of Jantran ..	Do.	56	0	0
Ditto of Tunkaree ..	Do.	114	8	0
Ahmode Talooka.				
Village community of Tankaria ..	Do.	114	0	0
Unklesur Talooka.				
Village community of Sajod	Do.	254	9	11
CANDEISH COLLECTORATE.				
Talooka Amulnair.				
The inhabitants of Cusba Bettavud..	Do.	91	10	0
Talooka Errondole.				
Deshmookh, Deshpandiahs, and others of Cusba Errondole.	Do.	132	0	0
Talooka Nusseerabad.				
The inhabitants of Cusba Nusseerabad.	Do.	574	8	0
Carried over.. Rs.	.....	.....		

Annual Value.	For what Period to continue.	Remarks.
Rs. a. p.		
32,505 6 1		
....	5 years, from 1856-57 ..	Pay of the Schoolmaster.
....	For unlimited period from January 1856.	Ditto.
....	5 years from September 1856.	Ditto.
1,478 15 6		
....	5 years.	Subscribed for establishing a School in the village.
....	Do.	Ditto.
....	Do.	Ditto.
....	Do.	Ditto.
....	Do.	Ditto.
....	Do.	Ditto.
....	Do.	Ditto.
691 14 8		
....	.....	For constructing a Vernacular School-house.
....	.....	Ditto.
798 2 0		
35,474 6 3		

Name of Donor.	Description of Donation.	Rs.	a.	p.
Brought over.. Rs.	.....	.....		
KAIRA COLLECTORATE.				
Talooka Nariad	.....	1,755	6	11
Ditto Kuppervunj	.....	1,208	8	0
Ditto Muhoondha	.....	1,774	4	0
Ditto Thasra..	.....	1,697	0	0
Ditto Boresud	.....	120	0	0
Ditto Matur..	.....	3,312	4	9
AHMEDABAD COLLECTORATE.				
Dholka Purgunah.				
Inhabitants of village Santhul ..	Money	60	0	0
Ditto Wasna Kelia	Do.	54	0	0
Ditto Amleara	Do.	9	8	0
Jeytulpoor Purgunah.				
Inhabitants of Village Burgee ..	Do.	149	4	0
Veerumgaum Purgunah.				
Inhabitants of village Detroj.. ..	Money	91	8	0
Mandal	Do.	151	0	0
Purrantej Purgunah.				
Inhabitants of Purrantej Kusba ..	Do.	77	8	0
Goga Purgunah.				
Inhabitants of village Bhoomly ..	Do.	114	0	0
Walookur	Do.	55	0	0
Carried over.. Rs.	.....	.....		

Annual Value.	Forwhat Period to continue.	Remarks.
Rs. a. p. 35,474 6 3		
....	.....	The Collector of Kaira having been called upon to state the names of the Donors, that Officer replied to the effect that there were several thousand Donors who have contributed sums, varying in amount from 2 annas upwards, and therefore the desired information cannot be furnished.
....	.....	Ditto.
....	.....	Ditto.
....	.....	Ditto.
....	.....	Ditto.
....	.....	Ditto.
9,867 7 8		
....	Five years	Subscribed for establishing a School in the village.
....	Do.	Ditto.
....	Do.	Ditto.
....	Do.	Ditto.
....	Not determined upon ..	Ditto.
....	Ditto	Ditto.
....	There is nothing on the Mamlutdar's records to show the period for which they are to continue the subscription.	Ditto.
....	Three years	Ditto.
....	Ditto	Ditto.
761 12 0		
46,103 9 11		

Name of Donor.	Description of Donation.					
	Rs.	a.	p.	Rs.	a.	p.
Brought over.. Rs.	.....			.....		
GUZERAT PROVINCIAL COLLEGE FUND.						
Nuggurshed Heemabhai Wukutchund.	8,000	0	0			
Shet Pemabhae Hemabhai	2,000	0	0			
Rao Bhadoor Muggunbhai Kurrumchund.	5,000	0	0			
Shet Hutteesing Keshresing.. ..	3,333	5	4			
Shet Jaithubhai Mooljee and Purshotum Boolakeedass.	4,000	0	0			
Kaji Saheb Hoosenmea	2,000	0	0			
Rao Saheb Bholanath Sorabhai ..	1,000	0	0			
Shet Muncherjee Sorabjee	1,000	0	0			
Shet Oomabhai Roopchund	750	0	0			
Shet Oomabhai Huckumchund ..	750	0	0			
Meer Goolam Russool	500	0	0			
Rissaldar Husseinkhan	300	0	0			
Thakore Jasoljee Manajee, being the amount of fine.	316	9	4			
Paruk Khooshalchund Panachund ..	251	0	0			
Moonsiff Muncharam Gokul.. ..	200	0	0			
Rao Sahib Bhaoo Myral	200	0	0			
Azum Chotalall Bapabhai	200	0	0			
Rao Bahadoor Narsoopunt's family..	200	0	0			
Moonsiff Purshotum Poonjasa ..	150	0	0			
Rao Saheb Rowjee Cristna	150	0	0			
Azum Govindrao Bapoojee	125	0	0			
Through the Mamlutdar of Duskrohee.	137	8	0			
Through the Mamlutdar of Jetulpoor.	125	0	0			
Vecanvala Rvucho Achrutlall ..	100	0	0			
Paruk Girdhurbhai Bechur	100	0	0			
Vukeel Heerachund Junser	100	0	0			
Paruk Heerabhai Bhugovtee.. ..	100	0	0			
Paruk Dulputbhai Bhanchund ..	100	0	0			
Rao Saheb Pranlall Muthooradass ..	75	0	0			
Mehta Runchod Chotalall	50	0	0			
Shet Hormusjee Nowrojee	50	0	0			
Shet Pestonjee Framjee	50	0	0			
Shastree Bapoojee Gunesh	50	0	0			
Moonsiff Jumeeatram Heemutram ..	50	0	0			
Moonsiff Jorahai Dwarkadass ..	50	0	0			
Carried over.. Rs.	31,563	6	8	.....		

...nal Value.	For what Period to continue.	Remarks.
Rs. a. p.		
46,103 9 11		
46,103 9 11		

Name of Donor.	Description of Donation.								
	Rs.	a.	p.	Rs.	a.	p.	Rs.	a.	p.
Brought over.. Rs.	....			31,563	6	8	....		
Through T. B. Curtis, Esq., viz. :—									
Monitors in the Government English School at Ahmedabad. Keshurbhai Ameechund ..	7	0	0						
Trimbuckrao Bapoojee ..	6	0	0						
Keroba Luxumonjee ..	5	0	0						
Hormusjee Jamsedjee ..	5	0	0						
Shapoorjee Ruttonjee ..	5	0	0						
Vishnoopunt Nursoopunt ..	5	0	0						
Ruttonjee Bhicajee.. ..	4	0	0						
Boboorao Bholanath ..	4	0	0						
Madhowlall Runchod ..	3	0	0						
Purmodrai Withal	3	0	0						
				47	0	0			
Rajashree Madan Shreecrisna ..				46	0	0			
Rajashree Chootumlall Oolasram ..				40	0	0			
Meeah Mahomedmeah Khoobmeeah.				30	0	0			
Mr. Muggunlall Wukhutchund ..				25	0	0			
Through T. B. Curtis, Esq., viz. :—									
Peetamber Treebhowun	7	8	0						
Golabdass Gopaldass	7	0	0						
Parvuteeshunker Doorgashunkur..	7	0	0						
Javerbhai Chunjee..	2	8	0						
Wusvuntrai Wullubram	2	8	0						
				26	8	0			
Moonsiff Tamooljee Hormusjee ..				25	0	0			
Kavi Dulputram Dayabhai				24	0	0			
Vukeel Khooshaldass Bechur ..				20	0	0			
Moonsiff Nuvneedhrai Guswutrai ..				20	4	0			
Mr. Kesholall Heeralall				15	0	0			
Vukeel Moteechund Wulubdass ..				15	0	0			
Rajashee Bechur Javchund				15	0	0			
Mr. Dadabhai Eduljee				15	0	0			
Mehta Tooljaram Sookram				15	0	0			
„ Tooljaram Somnath				15	0	0			
Mr. Abraham Benjamin				15	0	0			
Wukeel Trimbuckram Bechur				15	0	0			
Sheerustedar Keshuorao Narayen ..				15	0	0			
Mr. Hurreelal Mohonlall				13	0	0			
Mr. Lallbhai Roopram				12	8	0			
Vukeel Jaichund Itchachund.. ..				12	8	0			
Paragjee Wullubh				12	8	0			
Hurgovin Nursedass				12	8	0			
Luxumeelall Wrizlall				12	8	0			
Carried over.. Rs.	....			32,077	10	8	.....		

Annual Value.	For what Period to continue.	Remarks.
Rs. a. p.		
46,103 9 11		
46,103 9 11		

Name of Donor.	Description of Donation.					
		Rs.	a.	p.	Rs.	a.	p.
Brought over.. Rs.		32,077	10	8	.....		
Mohonlall Panachund		10	0	0			
Vukeel Ruttonchund Bahadoor ..		10	0	0			
Asharam Moteechund		10	0	0			
Juggunath Geerjashunker		10	0	0			
Pranlall Ootumcam		10	0	0			
Mohonlall Bhogelall		10	0	0			
Hurreelall Hurgovun		10	0	0			
Vukeel Oomed Jewer..		25	0	0			
Gunputram Gungaram		25	0	0			
					32,197	10	8
Discount allowed on Hoondies to Bombay.		.....			10	11	2
					Total Rupees..		

Annual Value.	For what Period to continue.	Remarks.
Rs. a. p.		
46,103 9 11		
32,208 5 10		
78,311 15 9		

TABLE 17.

General Statement of Amount expended by Government on Education during the Year 1856-57.

	Salaries.	Scholarships.	Buildings.	Contingencies and Books.	Grants-in-Aid.	Total.
	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.	Rs. a. p.
General Establishment	1,05,054 8 3	....	....	9,997 8 6	....	1,15,052 0 9
Government Colleges and Schools.						
General	1,64,190 10 4	2,756 0 0	12,898 10 8	34,121 10 7	....	2,13,966 15 7
Special	21,333 15 9	....	....	2,381 3 3	....	23,715 3 0
Private Colleges and Schools.						
General	.....	....	....	....	....	.....
Special	.....	....	....	....	....	.....
Total....	2,90,579 2 4	2,756 0 0	12,898 10 8	46,500 6 4	....	3,52,734 3 4

NOTE TO THE BINDER.

Pages (119) to (228) are not required, as the Appendix pages bearing the folios (1) to (118) should have been numbered (119) to (228.)

APPENDIX [A].

PROVISIONAL RULES FOR GRANTS-IN-AID.

GENERAL DEPARTMENT.

THE following provisional rules for grants-in-aid of education in the Bombay Presidency are published for general information, with the sanction of the Government of India.

This system of Government grants-in-aid is founded on an entire abstinence from interference with the religious doctrines inculcated in the schools to be aided. The officers who are to visit and inspect schools on behalf of Government have accordingly been instructed not to notice religious teaching either in their examinations or reports.

All parties desirous of participating in these grants, and prepared to accept them on the conditions indicated, should communicate with the nearest visitor of schools or Educational Inspector.

RULES.

1. The system of grants-in-aid, which is stated to have been successfully carried out in England, is to be adopted in this Presidency.

2. This system is based upon an entire abstinence from

interference with the religious instruction conveyed in the school assisted.

3. Aid will be given, as far as possible, to all schools in which a good secular education is imparted, or in which the secular knowledge conveyed is such as to entitle the school to consideration in the distribution of the sums applied to grants-in-aid; provided always,—

1*st*.—That the schools to be assisted are under the local management of private patrons, voluntary subscribers, or trustees of endowments, who will undertake the general superintendence and guarantee the continuance of the school for a given time; and,

2*nd*.—That the managers consent to Government inspection, and agree to the conditions by which the grants are to be regulated.

4. Grants-in-aid will generally be accorded only to schools in which some fee, however small, is paid by the pupils; except normal schools.

5. Grants will be appropriated to specific objects, as, for instance, augmenting the salaries of head masters and masters; supplying junior teachers; founding, wholly or in part, scholarships. They will not be given as mere contributions in aid of general expenses.

6. Aid may be given to all schools and institutions in which the required conditions are fulfilled, whether they be Anglo-Vernacular or Vernacular, and whether for males or females.

7. Grants will be made only upon written applications, specifying clearly,—

1. The funds appropriated from private or local sources towards the maintenance of the school.

2. The exact charges upon those funds.
3. The persons responsible for the management of the school, and how long they will guarantee its continuance.
4. The average number, ages, and duration of attendance of pupils.
5. The course of secular instruction imparted, including the books used in the several classes.

8. A Government grant will in no case be paid until the proportion of local and private contributions be duly brought forward.

9. The Government grant to any school will not exceed in amount the sum expended on it by private persons or by associations, and will be conditional on increased activity on the part of the inhabitants or supporters of the school, who will certify in their applications that the sum to be annually expended on the school from private and local funds is not less than that so expended during each of the last three years.

10. The management of aided schools will be vested solely in the local committees or trustees.

11. In the first instance aid will not generally be given to any school at which the average number of pupils shall be less than 25, or in which the pupils daily attending shall ordinary fall below the number on the register by more than 14 per cent.

12. Aid, in the shape of scholarships, will not be given to any village or primary vernacular schools, unless the Inspector shall be satisfied that the pupils are therein thoroughly trained and grounded on a good system. The exact nature and extent of attainments to be required in such schools, as the condition of a grant, will hereafter be defined.

13. It will be especially noticed, in regard to each school recommended for a grant-in-aid, whether or not the native mode of keeping accounts and of computing interest be thoroughly taught there.

14. No scholarship connected with any village or primary vernacular school will be of a higher value than Rupees 3 per mensem, or will be obtainable until the candidate shall have passed a satisfactory examination in the branches taught in the school, or will be held by any but a pupil attending some Government or inspected superior vernacular school, and not even by such an one for a period exceeding two years. It will be liable to forfeiture at any time from misconduct or unsatisfactory progress.

15. There will not be more than one scholarship annually available in any village or primary vernacular school, unless the attainments and the number of pupils be both remarkably great.

16. Aid in the shape of augmented salary to masters will not ordinarily be granted to any village or primary vernacular school, unless the Inspector be satisfied that the state of the local or private funds obliges the managers to fix the pay of the masters at a rate lower than that laid down in the scale of salaries in the margin, and that he is really a competent teacher, and his pupils thoroughly instructed in the branches taught in the school.

In a school containing	Per mensem.
From 25 to 60 pupils,	Rs. 11
60 to 100 „	„ 15
100 to 150 „	„ 20
Above 150 „	„ 25

17. In cases of extraordinary merit on the part of a teacher, the limit of pay prescribed in the above rule may sometimes be exceeded. A deserving schoolmaster will

also be encouraged to look for reward in the way of promotion in the Department of Education, or in some other branch of the Public Service.

18. The continuance of all grants-in-aid of the pay of village and primary vernacular schoolmasters will depend on the continued good reports of the Inspectors.

19. Aid in the shape of scholarships will not be given to any superior vernacular school, unless the Inspector shall be satisfied that the pupils are therein thoroughly instructed in the branches specified below.

1. To read his Vernacular language with fluency, and to write it from dictation correctly, and in a fair legible hand.

2. To correct obvious instances of false grammar, and to parse and explain the meaning of a passage in any of the Class Books.

3. The common rules of arithmetic, Vulgar and Decimal Fractions, Simple and Compound Proportion, Practice, Involution and Evolution, the Native mode of keeping Accounts, Algebra as far as Simple Equations, and at least the first 34 propositions of Hutton's Geometry.

4. In Geography, the definitions, the figure, and magnitude of the earth, the principal mountains and rivers; the boundaries of the different countries of Asia and Europe, and the Capitals or chief Cities in each. The particular Geography of India, and especially of the Zillah in which the Talooka is situated.

5. In History, the Introduction to the History of India, and History of Maharastra. (N.B.—Not yet published in Guzerathee.)

20. No scholarship connected with any superior vernacular school will be of higher value than Rs. 5 per mensem, or will be obtainable until the candidate shall have passed a satisfactory examination in the branches above enumerated, or will be retainable by any but a pupil attending the Zillah school, or some inspected school (in the Zillah) at which English is taught. Such scholarships will be tenable for three years, but liable to forfeiture at any time from misconduct or unsatisfactory progress.

21. The number of scholarships available in a superior vernacular school will not generally exceed 2 per cent. of the number of pupils regularly attending the same.

22. Aid in the shape of augmented salary to masters will not ordinarily be granted to any superior vernacular school, unless the Inspector shall be satisfied that the state of the local and private funds obliges the managers to fix the pay of the master at a rate lower than those named below (No. 1), and that he is competent to teach the branches named below (No. 2), and finally that the pupils are thoroughly instructed in the branches taught in the school.

No. 1.

In a school containing	40 to 100	pupils,	Rs.	25.
„ „	100 to 150	„	„	32.
„ „	above 150	„	„	40.

No. 2.

In addition to the Standard for Pupils:—

1. The Elements of Physical Geography and Political Economy.
2. History of British India and of England.
3. Algebra as far as Quadratic Equations; the first three books of Euclid; Practical Geometry.

23. In cases of extraordinary merit on the part of a teacher, the limit of pay prescribed in the above rule may be exceeded, with the sanction of the Director.

24. The continuance of all grants-in-aid of the pay of superior vernacular schoolmasters will depend on the continued good reports of the Inspectors.

25. Aid in the shape of scholarships will not be given to any Zillah school, unless the Inspector shall be satisfied that the pupils are therein thoroughly instructed in the branches specified below.

Vernacular Branch.

1. To read his Vernacular language correctly and fluently, either from a printed book or ordinary manuscript; and to write accurately from dictation.

2. To parse and explain the meaning of a passage selected from any of the books he has read.

3. The Outlines of Geography and Astronomy, the particular Geography of India, especially of his own Zillah; the Geography and History of Maharastra, and the Introduction to the History of India.

4. The common rules of Arithmetic, Simple and Compound Proportion, Vulgar and Decimal Fractions, Interest, Extraction of the Square and Cube Root, Native Accounts, Mensuration of Planes and Solids, Algebra as far as Quadratic Equations, 40 Propositions of Hutton's Geometry, Plane Trigonometry, Natural Philosophy for Beginners.

English Branch.

1. To read correctly and fluently, both in his Vernacular language and English, either from a printed book or ordinary manuscript.

2. To translate accurately from English into his Vernacular and from his Vernacular into English, and to write out these translations in a fair legible hand in both languages.

3. To parse and explain the meaning of a passage selected from any of the books he has read.

4. Outlines of Astronomy, General and Political Geography of the four Quarters of the World, particular Geography of India, especially of his own Zillah, Outlines of the History of India and of England.

5. The common rules of Arithmetic, Simple and Compound Proportion, Vulgar and Decimal Fractions, Interest, Involution, Algebra as far as Quadratic Equations, the First Six Books of Euclid, and Plane Trigonometry.

26. No scholarships connected with any Zillah school will be of a higher value than Rs. 7 per mensem, or will be obtainable until the candidate shall have passed a satisfactory examination in the branches above enumerated, or will be retainable by any but a pupil attending some provincial or inspected college. Such scholarships will be tenable for three years, but liable to forfeiture at any time from misconduct or unsatisfactory progress.

27. The number of scholarships to be available in a Zillah school will not generally exceed 3 per cent. of the number of pupils regularly attending the same.

28. Aid in the shape of augmented salary to masters will not be granted to any Zillah school, unless the Inspector shall be satisfied, and shall report, that the master is possessed of undoubted merit and qualifications.

29. Aid in the shape of augmented salary to assistant masters will not at first be granted in the proportion of more than one assistant to 75 pupils.

30. The continuance of grants-in-aid of the pay of Zillah or other English schoolmasters will depend on the continued good reports of the Inspectors.

31. Masters in aided schools, whose salaries are paid wholly or in part by Government, will be subordinate to the local managers alone, and will not in any way be regarded as Government servants. The local managers will take care that their masters are of good moral character.

32. For private schools, girls' schools, industrial schools, and the higher kinds of educational institutions in the larger towns, no definite scales can be fixed. Special reports and recommendations will be made in each case by the Inspector, who will be guided as far as possible by the analogy of the preceding rules.

33. In special cases grants may be made, with the sanction of the Director, in aid of school buildings, and also grants of school and other books, and specimens for museums, &c. But these will not generally be accorded, except in cases wherein special efforts have been made by the community or local society thus assisted.

34. When a grant towards school buildings is desired, the local managers will undertake in the outset to observe

the Government rules relative to sites, dimensions, and arrangements of school-houses, and to make a regular assignment of the buildings for school purposes.

35. When a grant for the purchase of school furniture, or a grant of school books, maps, or apparatus is desired, the local managers will undertake to be responsible for the due preservation of the same, and for their application to the purposes for which they are to be supplied.

36. No grant for the payment of pupil teachers will be made to any school unless it shall be certified that the master is fully competent to train such pupil teachers, and that the pupils to be paid have been present (after examination) at least one year in his school.

37. The inspection of aided schools is regarded as a means of co-operation between Government and the local managers, who will thus have an opportunity of ascertaining what improvements in the apparatus and internal arrangement of schools, in school management and discipline, and in the method of teaching, have been sanctioned by the most recent experience.

38. The above rules indicate generally the limits within which Government grants will be made. The award of any particular grant, however, and the extent of it, will ultimately depend on the comparative merits of each school applying for aid, with reference to the total sum at the disposal of Government for distribution in that manner.

By order of the Right Honorable the Governor in Council,

W. HART,
Secretary to Government.

Bombay Castle, 29th January 1856.

APPENDIX [B].

EXTRACT REPORT BY DR. HAINES, ACTING EDUCATIONAL INSPECTOR, PRESIDENCY DIVISION, FOR THE OFFICIAL YEAR 1856-57.

(*Dated 8th September* 1857.)

1. I have the honour to submit the annual report on the state of education in my Division, comprising the two Collectorates of Tanna and Rutnagherry and the island of Bombay.

6. There existed in this Division, on the 1st May 1856, exclusive of the Elphinstone Institution in Bombay, which was not at that period under the superintendence of the Inspector as such, two Government English schools, with 184 pupils; and 35 Government vernacular schools, with 3,249 pupils. Twenty-nine vernacular schools have been opened during the year, no schools have been closed; thus giving a total on the 30th April 1857, exclusive of the Elphinstone Institution, of 66 schools and 5,692 pupils, or an increase of 29 schools and 2,259 pupils. The new schools are all, with one exception, supported at the joint expense of the Government and the inhabitants; but most of the others, having been established prior to the year 1854, are maintained at the cost of Government.

7. It can hardly be expected that any marked spontaneous movement will be made at present by the inhabitants towards the extension of education. Where schools have been established it has almost invariably been owing to the exertion of the Inspector or Deputy Inspectors and of the local authorities. Special assistance has been derived in this respect from E. C. Jones, Esq., Collector of Tanna, and from R. H. Pinhey, Esq., Judge at Rutnagherry. Of the native officials I have specially to record the services of Mr. Krishnarow Babjee Bhaway, the Mahalkuree of Kinowlee, who has been always energetic in the cause, and of Gunputrow Yeshwunt, the Mahalkuree of Khalapoor, who has given great assistance in establishing and maintaining the schools at Campoolee, Chouk, and Khalapoor. The Mamlutdars of Mahim, Rygurh, and Moorbad have aided in the formation of schools in their districts; and Mr. Bulvuntrow Abajee, Mahalkuree of Caranjah, has been mainly interested in keeping up the schools at Mora and Ooran. A school at Bhewndy has been opened, in spite of the lukewarmness of the Mamlutdar, entirely through the strenuous exertions of the Joint Police Officer, Mr. Moro Bhasker Saneh, whose services require special notice. On the other hand, I must mention that the Mamlutdars of Panwell and Sanjan, and the Mahalkuree of Saee, have not at all co-operated with this department in the promotion of education. The Mussulmans are far behind the other classes of the community in their desire for instruction. Whether the population be concentrated in towns or districts, throughout the country the feeling is the same; and the fact that in this large city a single Hindustanee school, which is of course expected to be attended almost exclusively by Mussulmans, can only

obtain an average attendance of nine pupils, shows how deeply seated is the love of ignorance among this people.

8. The want of uniformity in the system of supporting schools has proved a considerable obstacle to the establishment of new ones. The older schools are entirely supported by the Government. Those established during the last two years, up to November 1856, are maintained partly by Government and partly by the inhabitants; while to those since then established, or to be established, Government does not at present engage to contribute anything. This state of things creates dissatisfaction. There is great aversion amongst the villagers to set up new schools entirely or even partly at their own expense, when they see so many others, probably in larger and richer towns than their own, maintained altogether by Government. When the question of Government support to schools has been decided, it will be a great advantage if all existing vernacular schools can be brought under the operation of the same system as those which are to be formed hereafter.

9. Although it has been necessary to remove several schoolmasters for inefficiency, only one serious case of misconduct has to be noticed, in which a master, newly appointed, cruelly, and without just cause, beat and injured one of his pupils. He was immediately dismissed.

10. Island of Bombay.—*English Schools.*—The Government English schools in the island of Bombay consist of the Central School of the Elphinstone Institution and its branches, one in the Fort, one at Kavel, and one at Mumbadavee. These schools remained under the superintendence of the principal of the Elphinstone College until the arrival, in February last, of the head master sent from England by the Honorable Court of Directors, Mr. W.

H. Smith. They were frequently visited by Dr. Peet, but he has been prevented from making any detailed report upon the English education imparted in them, so that I am obliged for the present to omit all notice of this very important subject.

12. *Vernacular Instruction in English Schools.—Murathee Classes.*—The time allotted to vernacular studies in the Central School is small; for the Murathee-speaking boys in the lower classes six hours a week, and in the upper classes from two to three hours only. In the latter case an equal period of time is allotted to the study of Sanskrit, which is taught by the same Murathee teachers, who are distinct from the English masters.

13. Of the Sanskrit classes it is reported that "they read and explain simple sentences pretty well, but they do not understand the different combinations of vowels and consonants and the derivation of words."

14. "The knowledge of Murathee appeared to be far less perfect than it ought to be. An exercise in translation was poorly executed. In the first place, the language is bad; and, secondly, high Sanskrit words are sometimes used without being understood. Orthographical errors occur in most of them." The time allotted to the study of Murathee, especially in the higher classes, is obviously insufficient. Good results might be expected from giving them an additional three hours a week for the purpose, and an efficacious stimulus to its study would be afforded if each student's number in this subject were recorded as a constituent part of the general monthly numbers.

15. Some change in the text-books is also recommended. "In some classes the History of India is read and prepared as an historical lesson. The time that is thus

spent would be more profitably employed in studying some other work as an exercise in language. In the higher classes some poetical work in Murathee might be advantageously introduced." To effect this a few more and better paid vernacular teachers would be essentially required. These suggestions appear to be judicious.

16. *Guzerathee Classes.*—These have not been inspected, not having been yet put under the superintendence of the Deputy Inspector of Guzerathee schools.

17. *Vernacular Classes in the Branch Schools of the Elphinstone Institution.—Kavel School.*—There are two Murathee classes, both taught by the head master. Their progress has not been very satisfactory; in parsing, grammar, and dictation, least so. The result is attributed to the inability of the master, an able and energetic man, to give sufficient time to instruction in the vernacular. The Deputy Inspector truly observes, "The study of the vernacular is of more importance in the Branch Schools than in the Central, because, when a boy begins the study of English, he is not able to comprehend anything explained entirely through that medium. Besides, at the commencement his attention is not drawn off to too many branches of study, and he can therefore devote more of his time to vernacular than afterwards."

18. *Fort Branch School.*—The vernacular classes in this school are all Guzerathee. They had not been specially examined or reported on before the close of the official year.

19. *Mumbadavee Branch School.*—The vernacular classes in this school are exclusively Guzerathee. They do not appear to have engaged the attention of the Guzerathee Deputy Inspector.

20. TANNA.—*English School.*—This school has not been inspected by Dr. Peet; it has, however, been carefully examined by the Deputy Inspector, who alludes to the existence of the same defects as were pointed out in his report of last year. The English reading and translation appear to be very defective.

21. *Vernacular Instruction.*—"For the study of the vernacular there are two classes, one Murathee and one Guzerathee. In the Guzerathee class a passage from Chambers' Moral Class Book was read. The explanation was vague. Most of the boys knew nothing of Guzerathee grammar. In the Murathee division, where the Murathee version of the same book was read, the boys could not explain well. In grammar, too, with three or four exceptions, they came out badly. Ten boys openly confessed that they knew nothing of Murathee grammar."

22. One great cause of this deficiency appears to be the low standard of knowledge of the vernacular hitherto required from candidates for admission into the school. In order to ensure sufficient attention to this particular, Mr. Erskine directed that the Deputy Inspector should sit as a member of the Examining Committee. The result is, that although, since then, "two examinations have been held, and although the only subjects which the candidates had to pass were reading, writing, outlines of grammar, and arithmetic up to simple proportion, only one boy has as yet been provisionally appointed." The number of pupils in the school must, of course, for a time receive a check; but there is reason to hope that when it becomes understood what the standard for admission really is, and it is by no means a high one, better qualified candidates will again be found.

23. The school contains a hundred scholars, and there is but a single master. The teaching power is obviously insufficient, and the shortcomings of the school cannot reasonably be laid altogether to the charge of the overworked schoolmaster. Assistance has been repeatedly recommended and promised him, but, from one cause and another, no assistant has yet been appointed. This matter will be separately brought to your notice; and I hope that in a short time some arrangement may be come to which will secure efficient assistance to the schoolmaster.

24. RUTNAGHERRY.—*English School.*—This school was inspected by Dr. Peet in December last. The school contains eighty boys, arranged in six classes. In 1855, the master, Ramchunder Dinanathjee, was appointed visitor of schools for the Rutnagherry Collectorate, in addition to his school duties; and Pureshram Vishnu, a young man from the Elphinstone Institution, was sent from Bombay to act as his assistant, and to take the charge of the school when the visitor might be engaged in examining the vernacular schools of the districts.

25. Dr. Peet says, "I regret that I am unable to report favourably of this school; the more so, as it has been commended in every report of the Board of Education since its establishment. I cannot, perhaps, better state the grounds of the somewhat unfavourable impression which I have formed of it than by quoting my notes of the examination of the first class. The boys in the first class read in a harsh and unpleasant tone of voice,—their pronunciation is faulty, and emphasis is not attended to. The meaning of the passages read is not well understood by them. They all failed, but two, in an elliptical exercise, given with the view of testing their knowledge of the

meaning of several simple words, and spelt and pronounced something in the same way. They did not write well to dictation; and only one succeeded in correcting very obvious errors of grammar. The spelling of some was bad. They pointed out places on the map, but their practical acquaintance with geography was not satisfactory. They knew a little of the history of England as far as the reign of Queen Elizabeth, and they have been instructed in the qualities and forms of matter, and in some of the fundamental laws of physical and chemical sciences. They demonstrated fairly propositions in the 1st, 3rd, and 4th books of Euclid. In an exercise in evolution the greater number of the boys were correct, and three solved an exercise in quadratic equations. They translated with facility from the Balmitra into English. The lower classes are wholly taught by monitors, and the master scarcely knew what they were taught."

26. The handwriting especially is the subject of very unfavourable remarks. No instruction whatever appears to have been given in the art of writing. The pens were bad, and the mode of holding them and the postures assumed by the boys were as faulty as could be conceived. Dr. Peet attributes these defects in great measure to the appointment of the head master as visitor of schools in the Rutnagherry Zillah, whereby the school arrangements were confused, and the responsibility divided. The work of the school became thus thrown almost entirely into the hands of the assistant, who, although a meritorious young man, was inexperienced in teaching and hardly equal to the charge. The arrangement, however, was avowedly only temporary, and it has now been superseded by the

appointment of a separate Deputy Inspector for the Zillah, as a consequence of which the head master has reverted to his former situation.

27. The present number of pupils in his school is as large as the building can well accommodate; and, from the report of the head master, it appears that it has been necessary in consequence to refuse numerous applications for admission, which shows the existence in that part of the country of an extended desire for English instruction. I am sorry, however, that the same readiness has not been manifested by the inhabitants of Rutnagherry to sustain the school by their contributions. While the inhabitants of Tanna have engaged to guarantee the salary of the schoolmaster, and have offered to subscribe to a limited extent in a similar proportion for the salaries of assistant teachers, those of Rutnagherry have hitherto been deaf to all the calls made to them to contribute anything whatever to the support of the school. It remains, therefore, as it was first established, at the entire cost of the State. As this state of things is opposed to the general system approved of by Government, should the efforts being now once more made to induce the inhabitants to contribute not succeed, the alternative will remain to diminish the net outlay of Government, either by reducing the expenditure or by increasing the fees, say from the present rate of eight annas to twelve annas, or perhaps by a combination of both methods. I trust, however, that measures of this kind, which must to some extent impair the usefulness of the school, will not be found necessary.

28. *English Schools aided.*—No grants-in-aid having been given, there are no schools which come strictly under this head; but there are three, or rather four, institutions

which receive aid from Government, viz., the Orphanages connected with the Church of England, the Roman Catholic Church, and the Scottish Church, in which orphans of European soldiers of those churches are supported and educated, Government contributing from Rs. 2½ to Rs. 5 towards the support of each orphan.

29. Byculla Schools.—It is not necessary to recapitulate the history of the Bombay Education Society's institution at Byculla. It was minutely inspected by Dr. Peet in August last year, and the result communicated to your predecessor by him in his letter No. 69, dated the 3rd October 1856.

30. The inspection was, upon the whole, satisfactory. The buildings are spacious and well arranged, the food and clothing of good quality and ample, the discipline strict and orderly, without being severe. The inferior instruction is conveyed chiefly on the monitorial system. But an attempt was just then being made to introduce pupil teachers. No great hopes are, however, entertained of the success of the latter measure, from the difficulty that is experienced in getting the children to remain in the school beyond the age of 15 or 16. Ample provision is made for the amusement of the boys, for whom there is a spacious covered shed to play in during the heat of the day and in the rainy season, a gymnasium in the grounds, and small gardens which they cultivate. The girls are instructed in the operations of cooking and washing, in addition to needlework and the usual intellectual branches of female education. An excellent hospital, capable of holding fifty sick, is attached.

31. *Boys' School.*—The number of pupils on the register was 139, of whom 111 were present at the ex-

amination. The oldest boy present was 14 years of age. They were arranged in seven classes, the lowest class being in three divisions. The school is conducted by a head master (since admitted into Deacon's Orders), a second master and two assistant masters, all Europeans, aided by monitors. I need not here recapitulate the particulars mentioned in Dr. Peet's report. The actual attainments of the boys in the several subjects of study, reading, writing, arithmetic, history, and geography, were pronounced to be fair and satisfactory, but a want of mental activity and reasoning power was complained of. The boys were, generally speaking, deficient in the ability to understand clearly what they read, or to explain the process they made use of.

32. *Girls' School.*—The number on the register was 164, of whom 137 were present at the examination, arranged in five classes. Reading, writing, the simple rules of arithmetic, and a little history, formed the principal subjects of instruction, and their progress in these branches was adjudged to be, upon the whole, satisfactory, although it was Dr. Peet's opinion that by different arrangements more might have been done. A large portion of the girls' time is devoted to domestic and industrial training, which it was considered might be somewhat curtailed, and thus more time might be spared for mental cultivation. This change was, in fact, being carried out at the time the inspection was made, and the best results were anticipated from it. "The domestic arrangements of the girls' school seemed to be very judicious, and nothing could be more gratifying than their general demeanour."

33. *Scottish Female Orphanage.*—This Orphanage was visited, but not formally inspected. It is situated at

Mahaluxumee, and was established in 1848. It is supported mainly by voluntary subscriptions, aided by a small endowment, and the Government allowance of Rs. 2-8-0 monthly for the orphans of soldiers. I have no record of the course of instruction pursued.

34. *Roman Catholic Orphanages.*—Of these there are two,—one for boys, the other for girls. The former is situate in Nesbitt Lane, Byculla, the latter in Mount Road, Mazagon. They are both apparently under the absolute control of the Roman Catholic Bishop. The female Orphanage is tended by a community of nuns. The instruction is said to be of the same nature as that in the Byculla schools, with the addition of Latin in the boys' school. A Government allowance of Rs. 5 and Rs. 2-8-0, for orphans and half-orphans respectively, is granted in behalf of soldiers' children received into the Orphanages; of these there were said to be, on the 30th April, 11 boys and 27 girls. Great disinclination has been shown by the Roman Catholic Bishop to allow these schools to be inspected, and as yet they have not once been visited by the Inspector. The correspondence connected with this subject has been separately forwarded to you.

35. *Sir Jamsetjee's Benevolent Institution.*—This Institution must be looked upon, I imagine, to some small extent as an aided school, as its funds are placed in the Government Treasury at somewhat above the ordinary rate of interest. There are no particulars regarding its extent in my office. Dr. Peet was appointed visitor to it on Dr. Harkness' resignation, and he inspected it in October last. Owing, however, to his illness, and the delay in the receipt of detailed instructions as to the nature of his duties in

connection with the institution, no report was prepared at the period of his departure to Europe.

36. PRIVATE SCHOOLS.—These may be divided into missionary schools, charitable schools, and schools professionally conducted by private individuals.

37. *Missionary Schools.*—There are two schools of a mixed character connected with the Church Missionary Society, but partly supported from other sources, viz., the Money Institution and the Indo-British Institution, of both of which a sketch has been elsewhere given. The Money Institution was inspected in October last, and the result communicated to you in my predecessor's letter No. 635 of 1856. The whole contained 357 pupils, of whom 335 were present. "The pupils are members of every caste, but by far the largest proportion are Hindoos." The head master of the institution is the Rev. A. Davidson, who is assisted for a part of the day by Mr. Wilson, a catechist of the Society, and by thirteen native masters and pupil teachers. No fee appears to be required for admission.

38. The English education seems to be defective, especially pronunciation, which is attributed to the want of a sufficient number of European teachers. In arithmetic and geometry, geography and history, a better appearance was made. Pains seemed to have been taken to make the pupils understand the meaning of what they read. The somewhat unsatisfactory result of the examination was attributed chiefly to the want of qualified teachers, especially European. A large and handsome edifice is being now built for the institution at the verge of the Esplanade, at a cost of about Rs. 60,000, of which about Rs. 22,000 is still wanting. A grant-in-aid from Government has been solicited towards completing it.

39. *Indo-British Institution.*—This institution is a kind of orphanage in connection with the Church Missionary Society, but supported almost entirely by local contributions. I need not repeat the particulars of its history, already given. It was inspected in October last, and the result communicated to you in my predecessor's letter No. 588 of 1856.

40. Provision is made for the support and lodging as well as education of the children. It contained, on the day of inspection, 57 boys and an equal number of girls. Of the boys, 25 were Indo-Britons, 22 Indo-Portuguese, and the remainder Europeans, Natives, Armenians, and Africans. The attainments of the pupils were very limited, reading, writing, and a little arithmetic being nearly the extent of the teaching. The imperfection was greatest in the boys' school, apparently owing to the very frequent changes of the masters during the past year. The resources of the institution are very limited, and great difficulty is consequently experienced in obtaining the services of competent teachers. A grant-in-aid has been earnestly solicited by the managers, but from the peculiar nature of the institution it cannot readily be brought within the conditions of the grants-in-aid rules.

41. The other Anglo-Vernacular Missionary Schools in the island have not been inspected.

42. *Charitable Schools.*—There are two or three endowed charitable schools in the hands of the Portuguese community, but they have not come under inspection during the past year. Considerable exertions were made during the year by the Portuguese *schismatics*, as they are called, to establish a number of schools for their co-religionists; and a society, called the "Portuguese Education Society," was formed to carry out this object. Two only,

one at Mahim and one at Cavel, were professedly English schools; six others, namely, two at Mahim, one at Bandora, one at Girgaum, one at Matharpacady, and one at Mazagon, were Portuguese schools. They were visited by Dr. Peet some time after their establishment, but he formed a very unfavourable opinion of their efficiency. No fees are demanded, as the bulk of the community is considered to be too poor to afford them. The society earnestly solicited a grant-in-aid from Government, and Government sanction has been recommended for the payment of half the salaries of the masters at the six Portuguese schools above named.

43. Little is known of the "Barretto" Portuguese charity school at Cavel. It has a fixed income from an endowment of Rs. 110 per mensem, and is under the control of the so-called Portuguese "schismatics."

44. There is a charitable school at Mazagon, the "*De Souza Free School*," with an endowment of Rs. 230 a month, in which English, Latin, Portuguese, and other branches of instruction are taught to all comers. It is superintended by the Roman Catholic chaplain of Colaba for the time being. It will shortly be inspected, a grant-in-aid having been solicited in its behalf.

45. *Purbhoo Seminary.*—This is a charitable school, supported by some wealthy Purbhoos, and attended solely by members of that caste. The instruction is Anglo-Vernacular; the number of pupils about 170.

46. *Bhatia School, or Gokuldass Tejpal Institution.*—This school has not been long opened. It is supported by the Bhatia community, but receives members of all castes. The teaching is Anglo-Vernacular; the number of pupils about 130.

47. *Private Schools.*—An Anglo-Vernacular school was opened at Alibaugh in 1850, supported entirely by fees and voluntary subscriptions. The school-house, an excellent building situate in the centre of the town, was built in 1852, at the cost of the Agent, Mr. E. C. Jones, who contributed Rs. 500 for that purpose. The school has been aided at times by other contributors, chiefly European residents. The inhabitants are said to be "under the mistaken notion that, having in some measure supported it for nearly six years, it is now the turn of Government to bear all expenses." Application was made last year for a grant-in-aid, but no decision was come to on the subject. It was inspected by Dr. Peet in December last. It contained then 82 boys, 20 in the English and 62 in the vernacular department. His report of the English department was highly unfavourable. The attainments of the most advanced pupils were confined to reading very indifferently without understanding the sense, and parsing by rote. In writing from dictation, geography, and history, they failed completely. The vernacular branch was no better.

48. The result is scarcely to be wondered at. The income of the school from fees, varying from two to six annas, is about Rs. 20, of which Rs. 12 forms the salary of the English master, and Rs. 6 of the Murathee master. These sums are too small to secure the services of men qualified to teach.

49. The private schools in Bombay, among which the principal are those of Messrs. Peyton, Boswell, Hinton, and Stewart, have not been brought into connection with Government, and I am unable to offer any information concerning them. These contain altogether about 160

pupils. A Young Ladies' Institution also, on the plan of that existing at Calcutta, has just been set on foot.

50. *'Vernacular' Schools.*—The Government Vernacular schools in the island of Bombay were first placed under the superintendence of the Educational Inspector in September 1856, and the vernacular branch of the Central School on the 1st October. The Deputy Inspector of Tanna has been specially charged with the supervision of the Murathee division of this department; and a Deputy Inspector has been specially nominated, who has the superintendence of the Guzerathee schools and classes. The occupation and illness of Dr. Peet have prevented the latter from giving much attention to it.

51. GOVERNMENT VERNACULAR SCHOOLS IN BOMBAY CONNECTED WITH THE ELPHINSTONE INSTITUTION.—*Cavel School.*—It contained 88 pupils. The reading was faulty in pronunciation, and the writing by no means good. In grammar, geography, history of Maharastra, and in mathematics, they made a fair appearance. More attention to writing is recommended.

52. *Amerchund Wadee School.*—It contained 209 boys, and is the largest school on the island, and one of the best in the Division. The first class passed a satisfactory examination in all subjects. In the last three classes there was considerable room for improvement. The Deputy Inspector strongly recommends the employment of an additional assistant, and the increase of the master's salary from Rs. 18 to Rs. 30.

53. *Wittul Wadee School.*—It contained 62 boys. The master is a pains-taking teacher, and the examination was tolerably satisfactory as far as reading and writing were concerned. Grammar was not well understood; in

arithmetic, memory alone was depended on throughout the school; and in geography the second class failed completely. The discipline of the school was remarkably good. The defects pointed out have been in course of removal since the examination.

54. *Mahim School.*—It contained only 14 boys at the time of the examination, the result of which was far from satisfactory. The Deputy Inspector says, "The state of this school demands close investigation. The attendance is very poor. There is no school-house, either rented at the expense of the Elphinstone Institution, or furnished by the people. The master has himself hired a small room, which he gives up to the owner during the time of the great Mahim fair, *Ooroos.* This is very unsatisfactory." School-house and furniture being wanting, the blame cannot be altogether laid upon the master. If the school is to be continued, it will be necessary, I imagine, to provide a school-house without delay.

55. *Hindustanee School.*—In the year 1834 a Hindustanee school in Cazee Street was established by the late Board of Education, in which there were 44 children in the year 1841, but the number has since diminished. There are now but 19 boys on the register, and the average attendance is only 9. It was not inspected before the close of the official year. It will be made the subject of a separate communication. I can only say now that it is in a state by no means satisfactory.

56. *Worlee School.*—This school is not connected with the Elphinstone Institution, but is conducted on the usual partially self-supporting system of the Mofussil schools. It was only opened on the 1st June last year, and was examined four months afterwards. It contained 34 boys.

The reading and pronunciation were bad; but this is attributable to the corrupt form of Murathee which is spoken in the neighbourhood, which it takes some time for the master to correct. They were unable to explain what they read. In grammar and geography no progress could be expected. A second examination in March last did not bring to light much improvement.

57. I shall now proceed to give some account of the state of the Government vernacular schools in the districts, beginning with the Tanna Collectorate and proceeding in a geographical order from north to south.

58. *Sanjun Talooka.—Dehree.*—A village on the coast. A school was established here in September last, and examined on the 31st March. It contained 24 boys, of whom 17 were present at the examination. The latter was not satisfactory. The master, although diligent at first, had become negligent. No books had been supplied. The school-house is commodious, and the local committee interested in the welfare of the school, and improvement is hoped for.

59. *Dahnoo.*—A village on the coast. The school was opened in May 1856. It contains nearly 90 boys. The attendance is irregular, and the school-room incommodious. The reading and writing were generally good, but, except in the first class, little explanation could be given of what was read. The inhabitants and the Mamlutdar do not assist.

60. *Mahim Talooka.—Tarapoor.*—A town and harbour on the coast. The school was opened on the same date as the above; the school-house is good, the local committee well disposed and active, and the Mamlutdar gives every assistance. The progress shown contrasts

favourably with that of the previous school, but the pupils had been pushed on too fast. The master is a pains-taking young man; and the mode of conducting his classes having been now explained to him, a satisfactory report may next time be expected.

61. *Mahim.*—One of the old Government schools. The examination was not so satisfactory as last year; grammar especially had been neglected. The master has been changed several times during the year, which is sufficient to account for the falling off. An efficient master is now in permanent charge. The school-house is a poor building, but Rs. 500 have been subscribed by the inhabitants for the purpose of building a new one; the site has been fixed, and there is every prospect of its being speedily erected.

62. *Kolwan Talooka (inland).—Goreh.*—A small village a few miles up a creek. The school was first opened in November last, and examined in February. The Deputy Inspector says, "The school-room is the upper story of a private dwelling, is airy, and accommodates the present number of boys. The people take great interest in the school, and are pleased with the master's zeal and diligence. The committee have supplied the usual amount of school-furniture; two of them, with some of the villagers, were present at the examination. I think the master has, as usual, attempted too much in a short time; hence the failure of the arithmetical classes. Upon the whole, I think he has done pretty well."

63. *Bassein Talooka.—Bassein.*—An old Government school. It has been much neglected, and the school has fallen back, especially the lower classes, owing to the incompetency of the late master, Daji Moreshwer, who has been recently pensioned.

64. *Bhewndy Talooka.—Bhewndy.*—The school was only opened in February of this year. It has not been examined; but that it is appreciated by the people is evinced by the rapid increase in the number of pupils, which amounted to 123 at the end of April.

65. *Salsette Talooka.—Tanna, Murathee School.*—This school has been for a long time in an unsatisfactory state. The late master, an incompetent man, has resigned, and the present master has been recently transferred from Khalapoor. The school is now improving, but the number of pupils has increased so largely that the present building is insufficient to contain them. There were 150 on the register at the time of the examination. The first class were well taught, the fourth tolerably, the second and third indifferently. More attention is being paid to the lower classes, but, their attendance being irregular, they have not come out so well as might have been expected. A few of the local committee exert themselves on behalf of the school, but the generality of the inhabitants are represented as extremely indifferent regarding it.

66. *Tanna, Portuguese School.*—This has been only cursorily examined. The progress in arithmetic was not good. No record was made of the other subjects of study.

67. *Mallar.*—A village on the west coast of Salsette. A school was established here in March last, at the request of Ardaseer Cursetjee Dady, Esq., of Bombay, who has undertaken to bear the usual proportion of expenses. No examination has yet been made.

68. *Gorai.*—A village on the Dharavee island, off the coast of Salsette. A school was opened here in May 1855. The number of boys has never exceeded 25. They have made little or no progress during the past year, and

their number does not appear likely to increase. The people have not yet paid their portion of the master's salary, and repeated remonstrances have produced no effect. It will probably become expedient to close the school.

69. *Joou.*—A village upon an island north of Bandora. The school was opened in March 1856, and contains now 35 pupils. The examination was not altogether satisfactory as regarded the lower classes; the first class had made fair progress.

70. *Bandora.*—A school was opened here in November 1856, and examined by the Deputy Inspector in March last. The examination was very far from satisfactory; its condition was very little better than that of an indigenous school, even reading and writing not being properly studied. The attendance is irregular, and the people appear to take no interest in the school. Only one member of the committee reluctantly attended at the time of the examination. The school-house consists of one room and a verandah, and is neither commodious nor well sheltered. The people have not yet paid their moiety of the master's salary.

71. *Caranja Island.—Oorun.*—The school was established in 1855. It was examined by Dr. Peet in November last. The examination was not satisfactory. Dr. Peet says, "Few of the boys read either fluently or with intelligence, and there was very little acquaintance either with geography or history, even among the boys of the first class. In grammar all the classes were, without exception, deficient; and in arithmetic neither readiness nor accuracy was evinced. The attendance is said to be very irregular. The master is a young man about twenty years of

age, educated in the Chiploon school. He has only been in charge of the school for eight months." The school-house is very defective, and the furniture unsuitable.

72. This school has been hitherto supported at the joint expense of Government and Mr. De Souza, the late Mamlutdar of Salsette. The latter has now withdrawn his contribution, and the inhabitants have, after much solicitation, entered into an agreement to make up the amount thus lost.

73. *Mora.*—Near the bunder, about a mile and a half from Oorun. It was opened in 1856, at the wish of a few Parsee inhabitants, who share the expenses with Government. Both Guzerathee and Murathee are taught. There are only twenty pupils. It was inspected by Dr. Peet in November last. With the exception of the three boys in the first class, who read and wrote pretty well, worked sums tolerably, and had a slight acquaintance with geography, the pupils knew little or nothing. The second class was altogether ignorant of grammar; and the third class, consisting of twelve children, scarcely knew their letters.

74. The master was warned that the school would be inspected again in the spring, and, that unless a very marked improvement were visible, the consequences would be serious to him. It was visited again in April by the Deputy Inspector, who says, "Its appearance was much better, though not altogether satisfactory. The attendance was still small and irregular. The master seemed to have devoted more time and attention to his duties than before."

75. When this school was established, it was hoped that the Koli inhabitants of the neighbourhood would take advantage of it and send their children to the school.

This has not been the case. The school costs Rs. 200 a year, nearly half contributed by Government, with very little benefit. Both Dr. Peet and the Deputy Inspector doubt the expediency of continuing it; but, from the last favourable report, it might be well to let it continue another year before a final decision is made.

76. *Cullian Talooka.—Cullian.*—This school has for some years past been in charge of the present master, Succaram Shewram Kelkur, and has always maintained the reputation of being the largest and one of the best managed schools in the Tanna Collectorate. The average number of pupils is nearly 230. On account of frequent changes among the assistants, the greater part of the work has been thrown upon the head master, who, in spite of this disadvantage, has acquitted himself most creditably. In all the subjects of study the classes passed a satisfactory examination, the only thing they failed in being original composition. The Deputy Inspector strongly recommends the head master for promotion, and increase of salary to Rs. 30, and also the appointment of an assistant on Rs. 8.

77. *Moorbar Talooka (inland).—Moorbar.*—A school was opened here in May 1856, and has now 88 boys on the register. The examination was every way satisfactory. The school-house is not sufficiently large, but a meeting of the inhabitants having been called, at the instance of the Deputy Inspector, a sum of Rs. 70 has been subscribed towards the erection of a new one.

78. *Kinowlee.*—A school was opened here in the last autumn. The result of the examination was not quite satisfactory, the boys had been pushed on too fast.

79. *Sho.*—This school was established at the same time as the above, and has made better progress. The

master deserves great credit for his perseverance. The Murathee dialect spoken in these parts is very corrupt, and it is a very troublesome task to make the boys speak the language correctly, but the master has done much to improve them. The people have not yet been able to procure any school furniture, there being no town near enough where they could purchase it.

80. *Shiroshee.*—A school was established here likewise at the same time. It is in a very unsatisfactory condition. The master has been removed to Gorai, but he appears to be incompetent to take charge of a school.

81. *Tulloja Talooka.—Belapoor.*—This village is on the Panwell river, opposite Oolwa. The school was opened in June 1856, and had 33 boys on the register at the time of the examination. It appears to be in a satisfactory condition.

82. *Panwell Talooka.—Panwell.—Murathee School.*—This is an old Government school. It is said to be getting on better than last year. An assistant is still wanted, and though one has been applied for, the proposal has not been sanctioned by Government.

83. *Panwell Hindustanee School.*—This school remains satisfactory in point of numbers and progress. The average attendance is about 43. Nothing has been done to remedy the complaint last year made of the want of proper text-books. The selection to be had in the Elphinstone Institution Depository is meagre in the extreme, but the best books may be obtained in any numbers from the Depositories of the North-West Provinces, if they still exist. From this deficiency the Hindustanee schools in the Division have not a fair chance of effecting all the good they are capable of.

84. *Pullaspeh.*—Four miles from Panwell. The school here, established in 1855, is in a less flourishing state than last year, and is badly supported by the inhabitants. The last examination was far from satisfactory.

85. *Gulsundeh and Kuradeh.*—Contiguous villages between Funnell Hill and Chowk. The schools were established at the same time as the former. The number of pupils is small, but the progress in both seems to have been fair. The inhabitants do not pay their subscriptions regularly, and at Gulsundeh no school-house has been provided, the school being still held in the Dhurumsalla.

86. *Saee.*—On the Mehgowrie creek, ten miles from Panwell. The school was established in September last, and examined in the following December. It appears to have made tolerable progress. The school is located in a temple, hardly a suitable place. The Mahalkuree has been applied to repeatedly, but the people have not yet been induced to provide a proper building.

87. *Raveh.*—A short distance from Saee. A school was opened here in June 1855, expressly for the education of Agrees, a tribe of cultivators (*agricolæ*). It was examined in the following December. It contained sixteen pupils; the progress appears to have been satisfactory. The people had promised to build a school-house, but neither have they done this nor will they pay their moiety of the master's salary. It is consequently recommended to be closed.

88. *Nusrapoor Talooka.—Chowk.*—The school was opened in September last, and examined in December following; fifty-eight boys were on the register. Their progress appears to have been, upon the whole, fair. The school-house is commodious and well ventilated, and the master gives satisfaction.

89. *Khalapoor.*—The school was established in February 1856. The master is an excellent teacher, and the progress of the pupils very creditable.

90. *Campoolee.*—The school was opened in September last, and is making good progress. The school is at present in a Dhurumsalla, but application has been made for the use of an unoccupied Government building close to the town, which will probably be obtained. School furniture has been supplied by the inhabitants. The Deputy Inspector brings particularly to notice the services of Mr. Gunputrow Yeshwunt, the Mahalkuree of Khalapoor, who has been mainly instrumental in maintaining this school as well as those at Chowk and Khalapoor.

91. *Sanksee Talooka.—Nagotna.*—The school was opened in September of last year, and examined in the December following. It contained then sixty-nine boys. Their progress in reading, writing, and arithmetic was very satisfactory. Grammar and geography had not yet been introduced. The master, an experienced and intelligent teacher, has since been transferred to Mahim. The school-house is sufficiently commodious for the present number of boys.

92. *Rygurh Talooka.—Mahar.*—An old Government school. It contained eighty-eight boys, and has been for some years under the charge of the same master. The boys passed a fair examination in the subjects of instruction, but no attempt appears to have been made to draw out their reasoning powers. In geometry some of them could demonstrate propositions from their text-book, but could not attempt some of the easiest deductions. A simple subject was proposed, and they were asked to write essays at their own houses, and return them the next day, but they

could not put the plainest ideas together; their reasoning was inconclusive, and the facts that they brought forward in support of their arguments had often no connection with the matter at issue. The lower classes had made fair progress.

93. There is no fixed school-house, a building having been always hired for the purpose. The Deputy Inspector convened a meeting of the inhabitants, and obtained a subscription for the building of a school-house. A good site, however, is not easily to be had, and the money has been deposited for the present with a merchant, the rent of the school-house being payable from the interest of it.

94. *Nateh.*—Six miles from Mhar. The school was opened in September last, and examined in December. In reading and writing the boys had made a fair progress, but had been pushed on too fast in arithmetic. The master is a pains-taking young man, and, after more experience, will make a good teacher.

95. Crossing the Mhar river the Rutnagherry Zillah is reached.

Severndroog Talooka.—Bancote, Vellas, and Veshvee.—At each of these contiguous towns at the mouth of the Mhar river, a school was established just before the expiry of the official year, but the Government sanction has not yet been received.

96. *Hurnee.*—An old Government school; examined in February. The progress of all the classes was very creditable, a result attributed to the exertions of the late master, who has been lately promoted to the Sawunt Waree school. Arrangements have been made for the purchase of a more suitable house for the school.

97. *Moorood.*—Near Hurnee, on the coast. An old Government school; examined in February. Contains

sixty pupils. Not much progress has been made. The master is becoming inefficient from age, and his dismissal is recommended. One Brahmin girl attends the school, but has learned very little as yet.

98. *Palgurh.*—Twelve miles inland. An old Government school. All the classes passed a creditable examination. The master is intelligent and active, and enjoys the confidence of the people.

99. *Kher.*—An old Government school. There are 104 boys on the register, but the attendance is very irregular. The school has fallen back, the master being apparently inattentive to his duties. His errors have been pointed out to him, and hope is entertained of amendment by the time of the next inspection.

100. *Ainee-Metah.*—Eight miles south of Kher. A joint school for these contiguous villages has just been opened.

101. *Jalgaum.*—Near Moorood. An old Government school; examined in January. The school is in an indifferent state. The pupils are very deficient in their knowledge of grammar, and almost completely failed in arithmetic, a very unusual thing in these schools. The lower classes had made little progress in any thing. The master suffers from some affection of the eyes, which may be some excuse for the defects in his school.

102. *Dabhol.*—At the mouth of the Vasishtee river. An old Government school; examined in January. It appears to be in a very satisfactory state. The schoolmaster is very attentive to all the classes. In writing from dictation and map-drawing the boys acquitted themselves well. The school committee frequently visit the school, and evince much interest in its behalf.

103. *Anjunwell Talooka.—Anjunwell.*—Nearly opposite Dabhol.—A Government school, established in 1849; examined in January. The boys of the upper classes made a fair appearance, but the lower classes had been somewhat neglected. The first class had made good progress in map-drawing.

104. *Gohagur.*—A large village on the coast, six miles from Anjunwell. An old Government school; examined in January. The school did not appear to great advantage; the attainments of most of the boys were inferior, especially in arithmetic. The numbers in attendance have greatly increased during the last year, which is somewhat surprising, considering the little progress made under the master. The inhabitants are said to display no interest in the school. The school-room is hardly large enough for the increased number of pupils, and is indifferently ventilated. The rent, Rs. 1-8-0 monthly, is paid by Government.

105. *Palset.*—A few miles from Gohagur, an old Government school; examined in January. The daily attendance is regular, except in the rains, when many of the boys are prevented from attending by the depth of the stream which runs through the village. The boys had made fair progress in all the subjects of examination. The present master has been lately appointed. He is an intelligent man and a good teacher.

106. *Chiploon.*—A large town, 26 miles inland. An old Government school. It contains 232 pupils, and is in a very good condition. In reading, grammar, geography, and history, the boys passed a very good examination. Writing from dictation was in most cases well performed. In map-drawing not much progress had been made. The

master is a very efficient teacher. The school building, 64 feet by 15, is not large enough for the present number of pupils, and is badly ventilated. It has been found necessary to check the increase in the number of pupils until the townspeople have consented to provide a more suitable building.

107. *Rutnagherry Talooka.—Malgoond.*—Twelve miles north of Rutnagherry. The school was established in 1851, and contains 130 pupils. The progress this year has not been so good, owing to the loss of the master, who has been transferred to Malwan, and the ill health of the present master, who was absent a month and a half from sickness.

108. *Rutnagherry.*—There are here, in addition to the English school, two large Murathee schools. They were both examined by Dr. Peet in December last.

Murathee School No. I.—260 pupils. This school has been under the charge of the present master, a pains-taking and well-informed man, for eight years, and has, in many succeeding reports of the Board of Education, been described as one of the best, if not the best school in the Collectorate. The result of Dr. Peet's examination did not confirm the character heretofore given to the school. With the exception of the first class, there was little deserving of commendation. The examination of the second class is thus noticed: "The second class consists of 11 boys, 10 are present. The oldest pupil is 19, the youngest 13 years of age. The reading generally throughout the class is middling, and two or three boys at the bottom read badly. Of grammar the boys have a fair knowledge; of history, however, they know little or nothing. Of geography they know a good deal by rote. They also profess to have

learnt physical geography, but they are quite ignorant of it. A simple sum in proportion was correctly worked by two or three boys only. Some made mistakes which were discreditable." The appearance of the third class was even less favourable, and the failure of this class in arithmetic was so complete that it was deemed proper to refuse to distribute prizes to it. The master's efforts had apparently been concentrated on the first class, and the assistants had been remiss in bringing forward the other classes.

109. *Murathee School No. II.*—This school is the largest in the Collectorate. It contained, at the time of inspection, 310 pupils, of whom 256 were present. Dr. Peet says, "With one exception, to be presently stated, the examination of this school was satisfactory so far as the two upper classes were concerned. The boys in these classes read, and explained what they read, very fairly. They appeared to have a good knowledge of grammar, and they wrote well to dictation. The handwriting was very creditable. They were familiar with some facts in the history of England, and with many more in the history of Maharastra. Their acquaintance with geography was creditable. Several of the boys demonstrated some difficult geometrical propositions with facility and intelligence. In arithmetic the greater number worked examples in the double rule of three, in the extraction of the cube and square roots, and in decimals. The boys of the first class had been instructed in the elements of astronomy.

110. "Had it not been for the following circumstance, the examination of these classes would have been very satisfactory. With the view of testing whether their arithmetic had been so taught as to enable the boys to make practical use of their knowledge, an exercise in simple

addition and subtraction was given to the boys of the first class. Three out of nine failed altogether in working it, and the others succeeded with much difficulty, and some of them after several trials." Cases of this kind are unfortunately too common, and exhibit some radical defect in the mode of either imparting or receiving instruction. The lower classes passed a moderately good examination, but, as in the school No. 1, these classes, which had been principally entrusted to the assistant masters, had not been so carefully instructed.

111. *Dewrook.*—Twenty-eight miles inland from Rutnagherry. The school was established in November last; examined in March. It contained then eighty-eight boys. They had studied little but reading and writing, with a little arithmetic, and had made tolerable progress.

112. *Dewlee.*—Six miles from Dewrook. The school was opened in February of this year, and visited in April. Seventy names were on the roll; sixty boys were present, aged from 5 to 10. The master is zealous and intelligent, and the pupils were making very good progress.

113. *Sheposhee.*—A few miles from Dewlee. The school was opened in 1855; examined in December last. It contained 82 boys. "Their progress was very creditable. The boys generally showed much quickness and intelligence. They appear to take an interest in their studies; and it was evident that they had been so taught as that the minds had been in some degree developed. They were most orderly and attentive. The school-house is very unsuitable, but the committee have promised to build a better one."

114. *Sonoeshwer.*—A few miles from Rutnagherry. An old Government school; examined in December by the

Deputy Inspector in the presence of Dr. Peet, who was too unwell to interfere. The school contained 36 boys on the register, of whom 27 were present. The examination was not satisfactory. The boys of the first class passed creditably in reading, writing, grammar, and geography. In history they were rather imperfect, and in geometry the boys of the first class, who had learned ninety-six propositions, entirely failed in proving the most simple theorems. The other classes read badly. All acquitted themselves tolerably well in arithmetic.

115. *Panwas.*—Eight miles south of Rutnagherry. An old Government school. It was examined in April of this year, by the Deputy Inspector. It contains nearly 90 pupils. The examination was not satisfactory. Grammar, arithmetic, and geography had not been properly taught. The school-house is a suitable building, erected by the villagers to replace an old one burned down in 1855.

116. *Rajapoor.*—A large town at the head of a creek, thirty miles south of Rutnagherry. An old Government school. It was examined by Dr. Peet in December last. The present master has been in charge since 1851. It contained 123 boys, of whom 110 were present. The following are Dr. Peet's remarks: "I was struck with the general want of order and discipline, which seemed to prevail in all the classes. As might, perhaps, be expected from this circumstance alone, the examination was unsatisfactory. This will be apparent from the following note of the first class made at the time: The reading is faulty in pronunciation and wanting in accuracy, and the explanation of the meaning of the passages read is very poor for a first class. Geography has been learned almost entirely by rote. Of distances, and the relative

position of countries, very little is known. Of the meaning of latitude, and longitude, and even of degrees, the boys are quite ignorant. They have acquired a facility in parsing, but they can neither conjugate a verb nor go through a tense correctly. In a simple sum in proportion most of them were correct; in an equally simple sum in interest they nearly all failed. They are familiar with some facts in Maharastra history, but their information is loose and ill-defined. The writing throughout the school is not good. One boy was described to be an excellent mathematician, but he could not demonstrate one of three simple propositions from Euclid." The fault was referred mainly to the master, who had shown himself but indifferently qualified for the charge of so large a school.

117. Several members of the committee of management take no interest whatever in the prosperity of the school. It has never been visited by them, and they were not present at the examination. These have been displaced, and other members appointed.

118. *Malwan.*—A large town on the coast, sixty miles from Rutnagherry. An old Government school; examined by Dr. Peet in December last. There were on the register 221 pupils, of which number 189 were present. The result of the examination of the higher classes was very satisfactory, with the single exception of geography, in which subject their information was practically defective, for, although they knew the names of countries and cities, they had no idea of the meaning of latitude, longitude, pole, tropics, &c. These defects are in part due to the want of proper maps; but, as in other schools which have been visited, geography is more inefficiently taught than the absence of maps is sufficient to explain. The examination

of the lower classes was not so satisfactory, a result apparently due to the want of duly qualified assistants.

119. *Vingorla.*—An old Government school; examined by Dr. Peet in December last. This school has been unfavourably reported on by the Deputy Inspector, and Dr. Peet's observations confirmed the accuracy of the report. He says, "There was throughout an absence of order and arrangement, and in the examination of the classes it was difficult to keep the attention of the pupils fixed. In reading, the pronunciation was generally bad, and the explanation of the meaning of the passages read, and of words, was neither ready nor correct. Most of the boys in the upper classes parsed with facility, but evidently a good deal by rote. In history and geography their information was meagre, and that which they possessed loose and ill-defined. In arithmetic they were very unequal, some worked examples of considerable difficulty, whilst others failed in working sums in the most simple rules. Throughout the school the handwriting was not good, and in some of the classes it was very bad. It is thus evident that the Vingorla school stands much in need of improvement. The present master has only been in charge for a few months. He is said by the committee to be diligent and attentive, and it is thought that there is already evidence of amendment." The defects of the school were pointed out to the master. Both here and at Malwan little hope is expressed of any assistance being rendered by the villagers towards the expenses of the school.

120. Four other schools were also established late in the year, but were not examined: viz. at Achra, north of Malwan, and at Kochree, Reree, and the joint villages of Arolee and Shirodeh, south of Vingorla.

121. *Regimental School, Dapoolee.*—The Regimental school of the Native Veteran Battalion was inspected in March last, with the permission of Lieutenant Colonel Troward, commanding. The school is altogether supported by Government, the master receiving Rs. 15 per mensem. It contained 34 pupils, of whom 30 were present at the examination. Their ages varied from fourteen to twenty-five. The master was absent on leave. The instruction is evidently very inferior, approaching that of an ordinary indigenous school. Of the whole number of pupils, only one lad of fourteen read with proper accent, two others tolerably well, and the remainder monotonously and with faulty pronunciation; some even with great difficulty. None could explain the general meaning of a passage, but many understood the sense of even difficult words. In the first class, containing seven, four boys worked simple examples in arithmetic correctly, the rest failed. Their writing from dictation was middling. The lower classes knew very little. Grammar, geography, and history are not taught.

122. *Kolee Schools.*—For the benefit of the Kolees, one of the several wild tribes inhabiting the hilly part of the Northern Konkun, two schools have been instituted by the Superintendent of Police, Captain Walker, regarding which a separate memorandum from the Deputy Inspector of Tanna was forwarded to you from this office with letter No. 207, dated 14th March 1857.

123. One of these schools is at Khodaleh, near the Thull Ghaut; the other at Bhorandeh, near the Mahalshet Ghaut. They were visited in the month of March, when they contained altogether 52 pupils, of whom 37 were present. Although instituted for the benefit of the Kolees, other classes are not excluded, although they generally

object to let their children associate with the despised tribe of Kolees. There are no regular classes, and the system of instruction, if it deserves the name, is in all respects similar to that followed in indigenous schools. The masters are of limited capacity, and the text-books few and unsuitable. The attendance is very irregular, as might be expected from the unsettled habits of the people. The presence of a police peon occasionally sets matters to rights for a time, but after a while the school is apt to become again thinned. The task of reclaiming these people is evidently a difficult one, and the present appliances are altogether inadequate; but it is an interesting attempt in both a moral and political point of view, and should not be lightly abandoned, although the entire cost must necessarily be borne by the State.

124. *Native States.*—The schools in the Native States having been placed under the supervision of this department, some notice of them is required. The independent territories situate within the limits of this Division are the Peint and Jowar States, the Hubshee territory of Jingeera, and an outlying tract belonging to the Punt Suchew near the Bhore Ghaut, all in the Northern Konkun, and Sawunt Waree, in the Southern Konkun. In the Jowar and Jinjeera States, the authorities are altogether averse to the introduction of schools, and the Punt Suchew's district is small and unimportant. Schools are maintained only in the Peint and Sawunt Waree States.

125. *Peint State.*—This is a district 64 miles long by 18 broad, with an area of 800 square miles, lying to the north of the Tanna Collectorate. It is below the main ridge, but nearly enclosed by offshoots from the Syehadri range. The country is jungly and unhealthy, and the

population sparse, only twenty to the square mile. There is a school at the chief town, Peint, and one in each of seven other towns, containing in all 191 pupils. The schools are all supported out of the surplus revenues of the State. They have not yet been inspected. The instruction appears to be confined to reading, writing, and arithmetic.

126. *Sawunt Waree State.*—There are three schools in this State, besides the Regimental school of the Local Battalion. They were all minutely examined by Dr. Peet in November last, and an elaborate report regarding them was forwarded to the Political Superintendent. One school is at Sawunt Waree, another at Banda, and another at Koodal. The first is wholly supported from the revenues of the State.

127. *Sawunt Waree.*—The school contains 206 boys, of whom 184 were present. There is a master and one assistant. The master was educated in the Elphinstone Institution, and is intelligent, but wanting in method and arrangement, and he does not seem to possess the confidence of the people. The school-house is tolerably good, but there is a great deficiency of text-books, and no maps at all. The three upper classes passed a fair examination. They were not equal to the upper classes of the best vernacular schools, but they did not fall below the average of those of the second class schools. Below the third class the examination was altogether unsatisfactory, and the children in the eighth class (55 in number) did not know their letters.

128. *Banda.*—Five miles from Sawunt Waree. The school was established in the year 1853. The people profess to pay half the schoolmaster's salary, but the sub-

scriptions come in very irregularly. The school-house is provided by the State; but there is no allowance for contingencies, nor is there any local committee. There were 57 boys on the register, of whom 50 were present. The present master had only been in charge one month. Its state was altogether unsatisfactory. Out of the whole school of fifty boys, thirty knew nothing more than their letters, and not even them correctly. No attempt appeared to have been made to teach any thing beyond a little reading, writing, and arithmetic, and very little indeed of the last. It was, in fact, inferior to many indigenous schools.

129. *Koodal.*—This is the best school in the State. It was established in 1855. The people pay half the schoolmaster's salary, which is regularly received. 105 boys were on the register, of whom 92 were present. The first class had been very well instructed in reading, writing, geometry, and the elements of algebra. They know a little history, but were deficient in geography, probably from the want of maps in the school. The other classes were comparatively not so well forward, but made a creditable appearance. The master had no assistant. He was intelligent and pains-taking, and much confided in by the people.

130. *Regimental School.*—The school contained 148 pupils, of whom 66 were recruits, 15 recruit boys, and 67 children. The latter pay a fee of half an anna monthly. The master gets Rs. 5 as salary, and about Rs. 2 from fees. Considering the objects contemplated in its establishment, the school was in a satisfactory condition, standing on a par with the better class of indigenous schools.

131. *Aided Schools.*—There are no vernacular schools in this division which can come strictly under this designation.

132. *Private Schools.*—Under this head may be included missionary schools and self-supporting indigenous schools. The total number of these schools which have been ascertained to exist in this Division is as follows :—

	Schools.	Pupils.
Bombay Island	156	6,142
Tanna Collectorate	224	2,668
Rutnagherry ditto	204	3,869
Total....	584	12,679

133. *Bombay Island.*—Of these schools 98 are Murathee and 58 Guzerathee. In twenty Guzerathee and six Murathee schools, with a total of 1,292 pupils, the instruction is of a somewhat superior order, and conducted upon a system more or less assimilating to that of the Government schools. Seventeen Murathee schools are kept up either by missionary societies or by private individuals, for religious objects; they contain 297 boys and 301 girls. One girls' school, containing 59, is maintained and conducted by the members of the Students' Literary Society. There is likewise an infant school, supported by a Parsee gentleman ; and a school for Khojas, the cost of which is defrayed by the Khoja community. The remaining schools are of a most inferior description. Twenty of the Guzerathee and several of the Murathee missionary schools have been inspected by Dr. Peet, the remainder by the Deputy Inspectors.

134. *Tanna Collectorate.*—In addition to those specified in the annual returns for last year, the Deputy Inspector has visited eight more, containing 122 pupils. In only one, the master of which had been educated in a Government school, was the instruction any thing but very inferior.

135. *Rutnagherry Collectorate.*—Seventeen vernacular schools, containing 705 pupils, have been examined by the Deputy Inspector or his substitute. In one only was the instruction at all above the ordinary indigenous standard. There is a girls' school at Rutnagherry, containing 52, which is supported entirely by the European inhabitants. No fees are taken. Reading, writing, and a little arithmetic, together with needle-work, are taught, but the master is old and not very efficient.

136. At Rutnagherry there is likewise a school especially instituted for the education of Koonbees, or cultivators, and supported by the Collector, Mr. Turquand. A peculiarity of it is that each child who attends it receives four annas,* to supply the loss of the children's services sustained by the parents, as most of the children would otherwise be employed in tending the fields, or keeping the houses while the parents were not at work. As a class, the Koonbees throughout the country attach little value to education; they form a very small proportion indeed of the pupils attending the Government schools.

137. In the Sawunt Waree State eight indigenous schools were examined by Dr. Peet. They were in the lowest possible condition.

138. *Industrial Schools.*—The only school of this class in this Division is the School of Industry at Sewree. This institution was originally founded on a small scale by Dr. Buist in 1847; and in 1850 a society for supporting and extending it was formed by a number of gentlemen in Bombay, chiefly Europeans, with the double object of making it a reformatory school for juvenile offenders as

* The report I have been furnished with does not enable me to say whether this sum is paid monthly or only once.

well as an industrial training school. It has been hitherto supported by voluntary contributions, with the exception of Rs. 5,000, given by Government in 1853. The services of an engineer of the Indian Navy have also been occasionally placed at the disposal of the committee, for the purpose of instructing the youths in metal working, and of superintending the establishment; but the exigencies of the Service have not allowed of their being long retained there. Four peons have been likewise allowed by the Magistrate of Police, to prevent the criminal boys from running away.

139. The above amount was contributed by the Honorable Court, on the understanding that the institution should be regularly inspected, and also that a strict account of the mode in which it had been expended should be furnished before any further assistance should be rendered by Government. A liberal offer having been made, in 1846, by a Hindoo gentleman, Munguldass Nuthubhai, to place a sum of Rs. 18,000 at the disposal of the committee, in case Government would consent to make a monthly allowance towards the expenses, Dr. Peet last year called upon the committee to furnish him with a detailed statement of the expenditure of the above donation of Rs. 5,000, and with a variety of other information required. The committee objected to this as too laborious a proceeding, and replied that all the information required would be found in a printed statement then in the press. Dr. Peet visited the school, but, pending the receipt of the above information, forbore to make any report. The pamphlet alluded to has since been published. The expenditure is therein given merely in the form of an abstract, and the Government donation has not in any way been separated

from the general account. Other offers of assistance by native gentlemen have since been made, which are still under consideration. The subject of them will therefore be noticed in the next annual report.

140. *Normal Schools.*—No normal or special vernacular schools exist in this Division.

141. *Want of Masters.*—Considerable difficulty has been experienced in obtaining a sufficient number of qualified masters, for educated men can generally obtain more highly paid situations in other departments. To prevent the masters from being thus tempted away, it was not long since proposed to bind schoolmasters by agreement not to leave the department. This somewhat arbitrary measure was not adopted, and it certainly appears to me to be a step in the wrong direction. By thus shackling the masters, all hope of rising in the world would be taken away from them, and we should obtain the services only of those who felt themselves unfitted for anything else. On the contrary, I conceive that they should at all times be encouraged to hope for advancement, whether in or out of the department, and thus a larger number and a better class of candidates will present themselves for employment. I would propose, therefore, that no obstacles should be put in the way of the masters passing the biennial Moolkee examination, which, while rendering them eligible for offices in the administrative departments, will, in case they pass, at the same time stimulate their energies and raise their position. If we thus to some extent lose in our masters' age and experience, with which, however, physical infirmity is not seldom conjoined, we shall gain youth, activity, intelligence, and hope; and the exchange would seem to be, upon the whole, advantageous.

142. *Want of Assistants.*—Dr. Peet complains much of the backward state of the lower classes of almost every one of the schools he inspected, which he attributes to the want of a sufficient number of assistants. This is not, however, the only reason of this defect; it partly springs from a want of thorough apprehension on the part of the masters that they are as responsible for the state of the lower classes as for that of the higher, which are under their more immediate superintendence.

143. *Candidate Masters.*—The first deficiency has been to some extent met by the formation of a class of candidate masters, ten of whom have been sanctioned for the Tanna Zillah. A similar number has been recommended to be entertained in the Rutnagherry Zillah, but sanction has not been received. The normal classes previously contemplated have not yet been formed.

144. *Promotion of Masters.*—As a stimulus to the exertions of masters, and an inducement to them to continue in the department, some gradation in their emoluments appears to be very requisite. Either their salary might be increased, after a certain number of years of satisfactory service, or it might vary to some extent with the number of pupils they succeeded in attracting to the school, or a combination of both methods might be adopted. I am not prepared to make any specific recommendation, but wish merely to suggest that hope should be held out to the masters, that long service and efficient discharge of their duties will procure them advancement in the department as well as out of it.

145. *Defects in Teaching.*—The following is the substance of Dr. Peet's remarks on this head, and the Deputy Inspectors make very similar complaints. The

most prominent defect in the teaching appeared to be carelessness. There is but rarely exhibited a determination on the part of the master that, without reference to trouble, each class shall thoroughly comprehend the subject which is being taught. Slovenly and imperfect answers are frequently received and passed over in silence, and the attempt at explanation by the master, when made, is often either without earnestness or vigour. "The information is often conveyed in a loose manner, with little attention to accuracy, and with little or no method. The boys are pushed on by far too rapidly from class to class; and, in my opinion, too much weight is attached to the extent of acquirement, and too little to its solidity. In the estimation of many of the Puntojees, algebra and geometry constitute the *ne plus ultra* of school instruction." Grammar and mental arithmetic are both much neglected. Very little attention is paid to composition, and even writing to dictation is in some schools deemed unnecessary. Geography is taught almost entirely by rote, for which, however, the masters are not altogether to blame, as there is a great want of maps, and the text-books are not altogether suitable. "In very few of the schools do the masters attempt to convey any collateral information; they adhere most superstitiously to the text-books. Their book on the History of England is not brought up to the present reign; consequently, in several schools, the boys in the first class did not know the name of the Queen of England. Some, indeed, did not know whether a king or queen at present ruled. There was scarcely one school in which the boys were acquainted with the name of the Governor of Bombay, and in several instances they did not know the name of the Collector or

the Judge of the Collectorate in which they lived. This was even the case in one of the schools at the Zillah station."

146. *Want of Discipline.*—This is a general complaint. Dr. Peet says: "Throughout the schools there is, to a greater or less extent, a want of proper discipline, or rather a want of attention to the enforcement of proper school behaviour. The boys are permitted to move from one place to another, to talk and to read aloud in learning their lessons. In some of the schools the noise and confusion were so great as to interfere with the examination."

147. *Annual Recess.*—All the schools in Bombay, and the English schools in the Mofussil, enjoy a vacation of a month or six weeks in the year. This is not the case in the Government vernacular schools; but I think it would be as well if the indulgence were extended to them. Both masters and pupils want some relaxation; and if the former had such a vacation regularly, there would be less frequent application from them for a month's leave, which, if granted, necessitates the employment of a less experienced substitute, at the risk of much injury to the school.

148. *School Houses, Furniture, &c.*—In the Government schools there is great room for improvement. In the older schools a building is usually rented at from Rs. 1½ to Rs. 3 a month, the rent being paid by Government. Sometimes an unoccupied Government building is used. In some few instances a building has been erected by the townspeople for the purpose. In the newly established schools the people are expected to provide a school-house, and to this purpose some building, otherwise of little use, is generally appropriated. The

only thing commonly looked to is, whether it is sufficiently large and conveniently situated for the access of the scholars. Ventilation, light, protection from the weather, are not much regarded. It is often a Dhurumsalla, open at two sides; at other times a close room, with a few small windows. The children sit on the floor, the master alone having a stool or chair, with perhaps an extra seat or two for visitors. Fortunately the children occupy but little room. In several school-rooms the dimensions only allow two square feet to each person, including the master. Slates, or small black hand-boards which answer a similar purpose, and, in a few rare instances, a black board and stand, constitute the other appliances. Writing is performed on the knee or crossed-legs, and, at the time of writing, the slate is rarely applied to the support of the paper beneath.

149. *Text-books, Maps, &c.*—With regard to vernacular text-books I will quote the remarks of the Deputy Inspector of Tanna and of Dr. Peet. Regarding their quality the former says: "Many of the present text-books require to be revised. Many more will have to be written anew. No work at present exists on the geography of India, nor any on that of the Bombay Presidency. Historical works are likewise scarce. The greatest part of the mathematical works in use in the vernacular schools are the late Colonel Jervis's translations of Hutton's Course into Murathee and Guzerathee. Some of these require a thorough revision; and others, such as his Geometry, Trigonometry, and the Application of Algebra to Geometry, ought to be replaced by later treatises. The greatest want, however, is a series of reading books in prose and verse."

150. Regarding the supply of text-books Dr. Peet

remarks: "It is painful to observe the great deficiency of text-books in most of the schools. In some of the classes one book is obliged to be handed round from boy to boy; whilst in others, although there may be more books, they are often of different editions, with so many alterations that it is almost impossible to ascertain whether the boys are reading correctly or not." There is a still greater deficiency of maps. As the subject of text-books, and of their distribution through a system of depositories, is at present under your consideration, I need not pursue the subject.

151. *Native Libraries.*—In July of last year, at the request of your predecessor, Dr. Peet made inquiry into the state of the various native libraries in Bombay. He visited them all, and endeavoured to ascertain how far and in what way they were susceptible of improvement. There are about ten of these existing, mostly well conducted, and tolerably well supplied with books. The managers were asked to state in what way Government could best aid them, and replies of very various natures were received. Some required a money subscription, others a supply of standard books, others published Selections from Government Records. Some wanted the daily newspapers, and some required a new building for the library and reading room. Dr. Peet's letter to your address, No. 486, dated 29th September 1856, contains his report upon these libraries, and recommendations for their improvement. He discouraged the grant of money donations, except as an exceptional case at the foundation of a new library, and recommended the presentation of maps and books, to be selected jointly by the committees and the Educational Inspector, with the sanction of the Director of Public Instruction; as a

condition of which grant the libraries were to be open to inspection.

152. *Mofussil.*—In the Mofussil, libraries exist at the Zillah stations of Tanna and Rutnagherry, which appear to be in a prosperous condition, and calculated to be productive of great advantage. In addition to a tolerably large circle of subscribers, they frequently receive donations of works, many of great value, especially from the European residents, who generally show much interest in these institutions. At Sawunt Waree, also, a flourishing library is maintained. To these three libraries I believe Government regularly forwards copies of the "Selections" from its records, according as they are published. There is a public library at Vingorla also, but I know very little regarding it.

I have the honour to be,

Sir,

Your most obedient Servant,

R. HAINES,

Acting Educational Inspector, Presidency Division.

APPENDIX [C].

EXTRACT REPORT BY CAPTAIN LESTER, EDUCATIONAL INSPECTOR, DEKKAN DIVISION, FOR THE OFFICIAL YEAR 1856-57.

(*Dated 27th October* 1857.)

3. Early in November I commenced my tour of inspection. My predecessor had, in the previous year, visited only the Southern Districts; and as the northern part of this Division had not been seen, I determined to proceed in that direction. Accordingly, after examining the schools in Sattara itself, I marched into the northern Talookas of that Zillah, and, after inspecting several village schools, crossed the Neera river, and entered the Poona Districts. I passed through the Poorundhur Circle, a Talooka thickly studded with small primary vernacular schools; and after examining many of these, I eventually reached Poona on the 28th November. This is the largest and most central city in this Division, containing a population of about 70,000 souls, having in it a college, two Government English schools, three Government vernacular schools, a low-caste school, and four female schools, besides a great number of very interesting, well conducted, flourishing private schools, chiefly under the superintendence

of the missionaries of the Free Church of Scotland. It had been determined previously to call in the Deputy Inspectors from their several districts to meet me at Poona, in order that we might be able personally to consider and discuss the present state of affairs in connection with education, and thus see more clearly the course to be adopted in future operations. While, therefore, waiting for them, I availed myself of the opportunity of inspecting all the Government educational institutions in Poona, which came directly under my cognisance, and of examining also many private schools, some of which had applied for aid. I applied myself also to the preparation of the Educational Report of this Division for the preceding year, a task which had been left undone, owing to the ill health of my predecessor.

4. About the latter end of December the three Deputies had arrived, and we were also joined by you. Several meetings took place, when many topics of interest were discussed and settled, and before the close of the first week in January we had again dispersed to our several duties. I continued my tour to the north, visiting Ahmednuggur, a large and important city of 28,600 souls, containing an English and four vernacular Government schools. I found ten days here scarcely sufficient to get through all I had to do. Proceeding from Ahmednuggur I passed along the eastern side of that Collectorate, inspecting several schools on my way, and at length entered Candeish. Dhoolia, the capital of that province, having in it an English and a vernacular school, was the most northern point reached by me. I returned again to the south *viâ* Nassick, a place of much interest, educationally as well as otherwise. My tour extended over seven months

(excepting six days of May, when on leave at the Presidency). I reached Poona on the 2nd June. The whole distance travelled was about 766 miles, and the number of schools examined and inspected, seventy-three. This is not so much as I could have wished to have done; but there were one or two long and unavoidable delays; one at Poona, another for a time when I was in expectation of joining my regiment under orders for Persia, and for which I had been warned to hold myself in readiness. These unavoidable halts were not without their advantages. They afforded me exceedingly valuable opportunities of making myself acquainted with details, the knowledge of which was essential to me. Still I am aware the ground got over will appear small to those who compare the deeds of Inspectors in England, who can record their thousands in almost the same period; but the nature of the country must be considered. Of course more—ten times more—ground could be got over, if we had the advantage of railroads. In the 60,000 square miles under my charge not a single mile of railroad has yet been opened, so that, at present, travelling is a slow and tedious process, effected by the employment of carts and camels, which, on an average, travel about two miles an hour, and can rarely get over more than twelve or fourteen miles a day.

5. My Deputies have also been actively engaged in moving about their respective districts. Two of them were nine months out of the twelve travelling, and one seven months. Mr. Baker, the Deputy Inspector of the Dharwar Sub-Division, was about two months of this time absent in the Konkun, completing the inspection of the Government schools for the Presidency Inspector, who had been compelled by ill health to proceed to England. The following

Table shows the distance travelled, and the number of schools inspected by each Deputy:—

Deputy Inspector.	Period.	Miles travelled.	Schools inspected.
	Months.		
Ahmednuggur.....	7	1,275	90
Poona	9	1,115	111
Dharwar	9	2,088	41

The trip to Poona and back is included in this, as also the Dharwar Deputy's call to the Konkun; but the latter gives, under the head of "schools inspected," only those in his own Sub-Division, not those in the Konkun.

6. Although very much has been done this year in school extension and improvement, and all, moreover, on the voluntary system, yet I do not think this indicative of an increased desire on the part of the people for the extension of education. The partially self-supporting system does not appear to have been rightly understood by the people in some parts of this Division. At the beginning of the year under report, there was a very great influx of applications for schools from the Ahmednuggur Sub-Division; so many and so rapid, that I cannot but think a little consideration must have shown that it could not be a healthy spirit which prompted such a simultaneous rush. The people evidently could not have understood the terms properly, for subsequent events show that, in many instances, the people regretted the steps they had taken. There is scarcely a school on the partially self-supporting system which is not deeply in arrears. In some cases, after the school had been established a month or two, the

people ceased paying anything; and you will observe, in the statistical tables, that whereas an aggregate of Rs. 17,167 should have been paid by the people, only Rs. 10,935 are stated to have been actually paid, leaving an outstanding, and, I fear, an almost irrecoverable balance of Rs. 6,232. The effect of this is very bad. It discourages the master and ruins the school. The parents are dissatisfied with the master, and the master retorts on the parents; so that there is mutual dissatisfaction, most fatal to the true advancement of education. My own intercourse with the people has not given me a favourable impression as to their actual desire for education. There is no thirst for knowledge for the sake of its own pleasantness. Boys attend our schools, and seem content to carry away only so much knowledge as shall open to them a prospect, or give them chance of employment. The positive mental state of the present generation is but very slightly better than that of those who lived a century ago. Their mode of thought and motives of action are, I believe, precisely the same; their aspirations and hopes neither higher nor better. Without imagination or invention, they appear content to grovel in the superstition and ignorance inherited from their forefathers, and to take only just so much interest in the literature and science of civilized Europe, now brought to their doors, as shall serve, by a smattering acquaintance with it, to bring them some employment under Government, as mere copyists and recorders. I am referring now to the great mass of the people, the great proportion of the six millions with whom I have to do, but more particularly to those with whom I have been brought into contact,—the population of the northern parts of this Division. In the Poona

and Dharwar Sub-Divisions I am led to hope that there is a better feeling displaying itself among the people; in the Dharwar districts especially, where the people are more wealthy and prospérous. Mr. Baker says on this point: "A slight improvement is manifest in the state of feeling amongst the people, as to the importance of education," as evidenced "in the fact that, within the year many towns have consented to defray half the expenses of schools, binding themselves by legal documents to do so;" and that some "have expressed a readiness to bear even the entire cost, if necessary," stipulating, however, that Government should allow the assistance of its local officers in the arrangement of the collection of funds. On this subject Mr. Mahadeo Govind Shastree says, in reference to the Poona Sub-Division: "There never has been at any previous time so great a desire on the part of the people for securing instruction to their children in the elements of some of the useful branches of learning." He thinks, however, that self-interest, and not a real love of knowledge for its own sake, is at the bottom of this.

7. I have to acknowledge most thankfully many acts of individual exertion on the part of Civil officers in this Division. Still, I must confess that I have not been without some disappointments, and particularly in the want of co-operation on the part of native officials. I allude particularly to Mamlutdars, and natives holding such offices in the Dekkan. These men are, generally, members of school committees, but I rarely meet them. They are seldom to be found; and on one or two occasions, when actually in the same town with them, they have not called to see me. In one place the Mamlutdar* left the

* Shamrao Govind, now Mamlutdar of Yewla.

town, at which I had been for some days expected, the very morning I arrived. I afterwards learnt that he was much opposed to education, and that his influence was very prejudicial to our efforts. I have been very much disappointed, too, with school committees. They show no interest in the schools; they rarely meet. In some places I have found that school committees have not met for two or three, and even nearly five years. Committees are composed generally of the leading men, whether social or official, of the town or village, European and native. In English school committees, several European officers, as well as natives of influence and authority, are generally united; while vernacular school committees consist only of the principal natives of the place, as the Mamlutdar, Mahalkuree, Moonsiff, or Foujdar, and often Sirdars, Jagheerdars, or the chief Mahajuns of the place. The excuse usually made by all is, that they have no time to visit the schools. Official men have their own official duties, they say, and it is not to be expected that they can look after schools. This may be somewhat of an excuse. I know that Civil officers have much to engage their attention; but, after all, half an hour's morning visit does not trench very much on the busiest man's time; and if Civil officers did but know the good that that half-hour's visitation would effect in encouraging the people, the master, and the pupils, I am sure it would not be grudged.

8. The Deputy Inspectors of Poona and Ahmednuggur speak, on the whole, in rather unfavourable terms of the assistance which they have received in their respective districts. I beg to refer you to their reports. They mention, however, several honourable exceptions. Mr. Baker

speaks favourably of the assistance which he has received both from European and native officials in his districts.*

9. I have much pleasure in mentioning most favourably the able and cordial assistance which I have at all times received from my Deputies. Mr. Baker's districts (Dharwar) I have not yet seen, but the reports which I receive from time to time show a very favourable state of affairs. He has taken much pains in inducing the people to establish schools; and his exertions have, on the whole, been attended with much success. Mr. Mahadeo Govind Shastree has also been zealous and constant in his work. His general urbanity, and great skill and tact in the teaching and management of children, render him peculiarly fitted for his position, and an able coadjutor in the cause of education. I am glad also to bear testimony to the efficient aid which I have received from Mr. Narayen Bhai. He has lately returned to his substantive appointment; but, I trust, he will not be altogether lost to this department, for which his abilities seem particularly to fit him.

10. The following masters of schools which I have inspected I have had every reason to be pleased with:—

Mr. A. J. Da Silva, master of the English school at Ahmednuggur.

Mr. Narayen Bullal, ditto ditto at Dhoolia.

Mr. Kesheo Sewram, ditto vernacular school No. 1 at Poona.

Mr. Balajee Mahadeo, ditto ditto No. 1 at Ahmednuggur.

Mr. Gopal Bapoojee, ditto ditto No. 2 at Ahmednuggur.

Mr. Pandoorung Shreeput, ditto ditto at Yewlah.

Mr. Shreedhur Bapoojee, ditto ditto at Wai.

* Appended is a list of those who have, and who have not, rendered assistance.

There are many others also whose zeal and industry are to be commended, and some of whom I hope specially to mention in my next year's report. I have, of course, met some with whom I have been much dissatisfied, men altogether unfitted for their position. Particularly was I dissatisfied with the masters of several of the Hindustanee schools. Many of these schools had not been sanctioned, on account of the people not agreeing to all the terms required of them; consequently, we have been obliged to close many schools lately. The masters are not fit for re-employment. They were the best that could be found, I am told, at the beginning of the official year, when that most fatal error was committed in the Ahmednuggur Sub-Division, of so rapidly multiplying schools, that fit masters could not be found for them.

11. Notwithstanding many drawbacks and many discouraging circumstances, I think I may fairly say that there has been decided progress in this Division, not only in school extension, but, better still, in the nature of education which we have been able to give. First, as regards extent. The number of schools has increased: there are 102 schools added to the number existing at the close of the last official year. Of these, 101 are new vernacular schools, and one is an English school, though not a new one. What was called the "Branch School" of the Poona College was (in May 1856) separated from the college, and placed immediately under the Inspector. There are, therefore, now six English schools on my roll, instead of five, as last year. Three English departments and three English classes have also been added to the list of schools. An English department is a small English school in connection with a superior vernacular

school in the same town, but under a separate English master. An English class differs from the department in this, that it is not under a separate master, but the boys are instructed in elementary English by the master of the vernacular school. In the course of my tour this year I have seen one of these departments, and two of the classes. The amount of English instruction given appears to be about equal in both, and I have therefore recommended the departments being turned into classes, whereby a great unnecessary expense will be saved to the people and to Government. The people, I think, find the "department" an expensive luxury, and would be delighted to exchange it for the less costly, but equally efficient, English "class."

12. The following comparative Table will show exactly what progress has been made during the year in extension of schools of all kinds :—

Schools.	1855-56.		1856-57.		Increase.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
English schools	5	374	6	549	1	175
English departments.	*1	13	4	81	3	68
Murathee and Canarese schools	204	13,257	293	15,977	89	2,720
Hindustanee schools..	6	131	19	576	13	439
Sanskrit schools ...	..	..	1	26	1	26
Normal, or candidate teachers' classes ..	1	9	1	20	..	11
Female schools	1	57	3	77	2	20
Low-caste schools ..	2	99	3	157	1	58
Total ..	220	13,940	330	17,457	110	3,517

* Jagheerdar; no cost to Government.

We have, therefore, an increase of 111 schools and 13,517 scholars over the numbers found at the close of the last official year.

13. There are three other important institutions in the Dekkan, which do not find a place in this report, as I have been in no way connected with them during the period under review. I allude to the Poona College, the Poona College school, and the normal school (including also the candidate teachers' class). All these institutions have been under the immediate superintendence and care of the principal and professors of the Poona College, who have been responsible for their proper discipline and management to the Director of Public Instruction. Since the close of the year, however, the college school and normal departments have been subjected to my inspection, continuing, however, under the supervision of the college authorities. At present, therefore, I have nothing to say about these institutions, nor do they find a place in the tabulated statements accompanying this report.

14. I have examined carefully four of the six English schools in this Division during my tour, namely, the schools at Sattara, Poona, Ahmednuggur, and Dhoolia.

15. The English school at Sattara was, on the whole, in a favourable state. The first class contained a number of very interesting young men. Dr. Seaward had introduced into this school the Illustrated London Series of lesson books. The reading was fluent and clear, and the pronunciation generally correct. Several in the first class had learned pieces of prose and poetry, which they were able to recite with a good deal of expression and feeling. Their knowledge of geography and history was very respectable, and in mathematics they acquitted themselves very

well. The master, Mr. Govind Luxumon, takes great pains, and shows much interest in the school. Some of the best and most promising young men in the Poona College have been sent up from this school. I had, however, one fault to find in this school, which was, that more attention seemed to be given to the higher classes than was fair, and consequently the junior ones were not so far advanced as they should have been.

16. The Poona English school (formerly known as the Branch school of the college) was established in December 1851, for the benefit of the children of native residents in the Military Cantonment Bazar. It is much valued, and well attended by youths of all castes and creeds. Mahomedans, Brahmins, Parsees, Portuguese, Telingees, and various classes of Hindoos, are all found here. The school is under the management of Mr. Succaram Balcrushna, who is assisted by a number of monitors paid from the fee collections. The attendance has been gradually increasing every year; commencing with 55 scholars, when the school was first opened, it now numbers 175. The daily attendance is pretty regular. Each boy pays a fee, either of one rupee or of eight annas. There are no free students, and the fee collections amount to about Rs. 95 a month. The books used in this school, as indeed in all our English schools, are those published by McCulloch and Chambers. The vernacular department of this school is under a separate teacher, who is paid from the fee collections: On the whole, the school is in a satisfactory state. The school-room is not commodious, but it is well situated, in a clean and, I believe, healthy locality. The cost to Government of educating each pupil amounted this year to Rs. 9-9-7.

17. The English school at Ahmednuggur was carefully examined by me in February last, after which the public distribution of prizes took place in the presence of the school committee; Mr. Woodcock, the Judge of Ahmednuggur and President of the Committee, presiding on the occasion. The school was not, at the time when I saw it, in a very forward state. It was only just recovering from a severe shock which it had sustained a few months previously, by the withdrawal of a great number of the best scholars from it, in consequence of two or three conversions to Christianity, which took place in the summer of 1856, from among those who attended the school. One of the converts was a teacher in the school. The people took alarm at these conversions, and the school for some time was nearly empty. Mr. Da Silva, the master of the school, has been many years in this department, and has been at the head of the school at Ahmednuggur since its establishment in 1848. He is much respected as a man, and his labours have been successful, and appear to be valued by the people.

18. The English school at Dhoolia is, I think, the best I have seen, not in the extent, but in the thoroughness of its scholastic attainments, as also in discipline, order, and cleanliness. It was a pleasure to enter the school-room, and reminded me of what is seen at home. The rooms and furniture were clean. Every boy was cleanly dressed, each with his blue satchel of books. The quiet and orderly way in which the boys moved about,—the respectful, prompt, and cheerful obedience shown,—all these were really refreshing sights, most creditable to the master, Mr. Narrayen Bullal, and which make his school quite a model English school. The school is richly endowed from a

large amount subscribed by the native residents in Dhoolia and its neighbourhood. The amount in the Funds is, I believe, not much short of Rs. 30,000.

19. The two remaining English schools, which I have not yet seen, are those at Sholapoor and Dharwar. The latter, I regret to say, is in a very bad state. The result of the examination lately held is so bad, and other circumstances connected with the school so unsatisfactory, that it was found necessary lately to close it. It will, I trust, be re-opened at some future time. That time will depend entirely on the people, whose irregularity in the payment of their promised subscription has been one of the principal causes of the unsatisfactory state of the school. The master has, I am informed, proved a failure, but he has been working under great discouragement. No man will work contentedly or cheerfully without wages; and, if originally not qualified for his place, he certainly has had no inducements from the people to try to improve himself. I have informed them that when the arrears now due by them shall have been paid, I will send them another and a more efficient master, on their guaranteeing him his salary for at least three years.

20. The Sholapoor school is also not making progress. There appears to be a strong official party adverse to the master, and, consequently, his usefulness is much impeded. The Deputy Inspector speaks well of him; and I hope to be able to transfer him to some other school, and send another in his place. The school is partly supported by the people. The number of scholars is 58, who pay a fee of Rs. 1 each.

21. Vernacular education has certainly been making a great advance. We have a great many more schools

and scholars now than at the close of the last official year. Many of the schools have improved also in quality, and the people in the more southern districts seem to appreciate them more than formerly. The schools in the Dharwar Sub-Division are very well filled. The attendance in them is far larger than in the schools in the other Sub-Divisions. Thus, in the Dharwar Sub-Division, the average attendance at a school is 60; in the other two Sub-Divisions it is only 37 and 39 respectively. Six of the schools which were wholly supported by the State have been brought on the partially self-supporting system, and in some towns the inhabitants have expressed their readiness to bear the whole cost. Twenty-six new schools have been established, and the means of obtaining elementary instruction increased. Still, however, there is room for improvement. Mr. Baker thinks that the general state of the schools is not improved, nor is there much progress in the character of the education imparted. The people evince no hearty desire for knowledge for its own sake. The children of tradespeople leave the schools as soon as they are able to read, write, and cipher; and if any remain a longer time, it is that they may obtain just as much knowledge as shall enable them to pass an examination for admission into the public Service. The attendance is not very regular, the cause of which is generally stated to be the order which I issued, directing that fees should be paid in advance. But this is evidently a mere pretext. The order is a wholesome and necessary one, and prevents the great loss which the schools used to sustain by non-payment of fees, when they were allowed to fall hopelessly into arrears, becoming at length altogether irrecoverable. The efficiency of schools was thereby much impaired. If

the fee cannot be paid in advance, neither will it be in arrears. In private schools, where fees are taken, they are generally required in advance, and they are, moreover, cheerfully paid. It is quite time that we disabuse the people of the too prevalent notion that the Government will pay for them, if they pertinaciously refuse to pay for themselves.

22. Although the cost of education in the Dharwar Sub-Division is Rs. 6,500 more this year than it was in the preceding, yet the increased cost to Government is only Rs. 192-15-10. This is in consequence of a greater proportion of the expense having been borne by the people; and much credit is due to Mr. Baker, for having succeeded so well in his arrangements with them.

23. In the Poona Sub-Division, vernacular education has also been extended. Nineteen new schools have been established, which are attended by 209 scholars. There are 146 vernacular schools now in this Sub-Division, of which 63 are wholly supported by Government, and 83 are partially-supporting. The attempt to bring the wholly supported schools on the partially self-supporting system has failed in this Sub-Division. There is an increase of low-caste children under instruction, the number being now 101 to 60 last year. The number of girls under instruction has also increased from 101 to 123.

24. There are, as you are already aware, a great number of small village schools in the Sub-Division, established in a Talooka of the Poona Zillah, called the Poorundhur Circle. They are maintained by Government on a separate allowance of Rs. 350 per mensem, which has been for many years granted for them. They are intended for the children of the agricultural population, and the

instruction imparted is of the most elementary kind. The masters receive small salaries of from Rs. 4 to Rs. 6 a month. They are generally selected from intelligent pupils in our better vernacular schools. The attendance is very irregular; the children being constantly required to assist their parents in the fields. They are mostly of the very poorest of the people; sometimes so poor that they have not the means of procuring the smallest particle of raiment. It has been found necessary to keep a firm hand on some of the masters in this Talooka, who, being themselves very young, are as ready to play the truant as their pupils. A Karkoon has therefore been appointed, on a salary of Rs. 15, from the Poorundhur allowance, who carries on the correspondence relating to this Circle with the Deputy Inspector, by which arrangement the Surpuntojee is enabled to move about constantly, and see that the masters are at their work. I think this plan would be attended with benefit, if it could be more extended. Evening classes for the instruction of the adults have been attempted in this Circle; but the attendance is very irregular and fluctuating. It cannot be otherwise, in a population wholly agricultural.

25. Transferences of masters from one school to another have been found beneficial in many cases. Thus at Narayengaum, in this Sub-Division, where the master was not succeeding well, and the attendance only amounted to 25 scholars, the experiment of changing the master was tried. It has succeeded well; the school is now flourishing, with 140 scholars. The former master of Narayengaum has also succeeded in his new place. Other instances could be mentioned; and I have lately adopted this plan with many schools in a bad state, in the hope that it may

render their closing unnecessary. In a future report I shall hope to speak more largely on this point, and say how the experiment has succeeded.

26. The Deputy Inspector reports favourably of the result of the examinations which he has held. The boys in the higher classes of the best* schools "read and parsed well, were quick and correct in algebra and geometry, wrote from dictation pretty correctly, gave pretty correct answers to the questions put to them in history and geography; and a few of them exhibited some beautiful specimens of Modi and Ballodh writing." Some had also drawn maps very neatly. There seems to have been a general failure in the Government Regulations, Talooka accounts, and in composition. The lower classes acquitted themselves in a moderately satisfactory manner.

*1. Poonah. 2. Baramattee. 3. Saswur. 4. Sattara. 5. Kurrar. 6. Astay. 7. Vishlampoor. 8. Ryhmutpoor. 9. Madhay.

27. Of the schools mentioned in the preceding paragraph, I have myself seen those at Sattara, Poona, and Saswur. I was much pleased with them all. They are under clever and efficient masters. I must exclude, however, school No. 3 at Poona, which is not at all equal to the others.

28. For the first three months of the year under report, the Ahmednuggur Sub-Division was in charge of Rao Saheb Bhaskur Damodher; for the remainder of the year under Mr. Narayen Bhai, who continued to hold it as long as Mr. Bhaskur Damodher was employed as Murathee translator.

29. My tour this year having been in the northern part of the Dekkan, I have consequently seen more of the Ahmednuggur Sub-division than of any other, and my

general impression both of the schools and of the people has not been satisfactory. On the whole, the schools were not in good order. Some of them were extremely bad, particularly those which had been established about the commencement of the year under report. I have before condemned the haste and indiscretion exhibited in the rapid multiplication of schools. Every day brings before me some new and complicated result of this indiscreet procedure. It has engendered disgust and dislike to the very name of education among the people, and has done more to retard the real progress of education among them than anything could have done. To ourselves the result is much disappointment and vexation, aggravated under the consciousness that a great deal of money has been spent to little purpose.

30. In the first three months of the year no less than 69 new schools were established in this Sub-division, of which,—

51	were Murathee schools.	
3	English departments.	
12	Hindustanee schools.	
1	Low-caste	,,
1	Female	,,
1	Sanskrit	,,
Total.. 69	Schools.	

31. I have seen a great number of these. First, the Sanskrit school at Yewlah. This was really a most glaring imposition. I found an old man instructing about ten boys in Sanskrit. There were no books forthcoming; and on my inquiring the cause of this, was answered by the master, that there were none. The hesitating manner

of the answer induced me to repeat the question, and to address it generally to all present, for there were several people present at the examination. After a little further hesitation, and some uneasiness on the part of the master, which gave rise to a good deal of amusement to the by-standers, several books were produced from under the man. I could not at the time understand the reason of this strange procedure, and attributed it to perhaps a little oddness in manner; but I learnt, some time afterwards, that the master had an objection to producing these books before a Christian gentleman. His scholars did not seem to know much about Sanskrit; at which I did not wonder; and I left with the impression that the continuing this school was a useless expense from the Government treasury. I have lately been obliged to close the school.

32. The female school at Yewlah was in a very bad state. Although it had been several months established, the children could scarcely have known less had they stayed away altogether. Late reports show an increase of attendance, and but for this I should have closed the school. I have sent a new master to it lately, in the hope that he may improve it.

33. There are very few low-caste schools in this Division. I believe I have seen nearly all of them. There is something very disappointing and depressing to the feelings after visiting a low-caste school. Our first step in this movement should be not to allow separate low-caste schools, but admit *all* into our schools without reference to caste or class. True education knows no castes; and I think we should be unfaithful to our charge, and unjust to the great masses of the people, if we encouraged those foolish notions. Therefore, as I have already said in a

former letter, let our schools be open to all.* It must, I know, be done by kind and conciliatory measures, and not without an explanation of the reasons which have led to the promulgation of the order. I have in a former letter recommended, as a means of effecting this, that rewards be held out to masters, and awarded in proportion to the number of low-caste children that may be on the registers, or present at the examination of the schools. I do not think the present system of having separate schools will ever succeed. In the first place, justice is not done the children; and, in the second, I think it is wrong in principle; it tends to keep the low-caste exactly where he has ever been in the social scale, which is not the right end of education.

34. The Hindustanee schools were for the most part established in a very hurried and improper manner. Masters were appointed from any who would offer themselves. Several of the schools which I saw in the Ahmednuggur Sub-Division were extremely bad. Most of them, however, had not been sanctioned by Government; and it has been found necessary to close a great many of these lately. They were not valued by the people, and little or nothing was taught in them, the masters being really unable to give instruction, so utterly ignorant were they. We must defer the establishment of such schools until we can get better masters for them.

35. There are as yet no industrial schools in this Division. I have, on two or three previous occasions, stated the great desirability of having an industrial school in the Dekkan, where several localities seem to offer ample

* See pp. 88—93, *antè*.—E. I. II.

scope for such an institution. I trust this subject will receive consideration at some future time.

36. I proceed now to speak of the normal schools in the Dekkan. There are three of these, one for the training of superior masters, and two for the training of inferior masters. These latter are called candidate teachers' classes. One of them is established at Dharwar, and has from the commencement been immediately under my supervision. The other is at Poona, and is connected with the superior training school, which is under the management of the Poona college authorities.

37. The normal school at Poona, for the training of superior masters, is comparatively an old institution, having been opened in June 1851. The school, or class for candidate teachers, has been established during the year, under the sanction of the letter from the Government of India, dated the 19th April 1856. A similar class was also sanctioned, under the same authority; but it has been thought advisable, in consequence of recent changes in the system to be pursued, to defer for the present the establishment of this class.

38. The Dharwar and Poona candidate classes commenced with ten scholars each. These, however, were increased to twenty scholars in each class, under the Government Resolution No. 3025, of the 10th October, received with your letter No. 2367, of the 27th idem. Fourteen young men have been sent out in the course of the year, from the candidate class at Dharwar, to the charge of schools. When this class was first opened, Mr. Baker endeavoured to supply it by selecting some of the masters of indigenous schools; but they were, with one or two exceptions, so very ignorant, that this plan

failed. Out of the whole number which have been admitted, there are only two who were not from Government schools.

39. In the early part of the year, when the system was to extend schools as rapidly as possible, great difficulty was found in supplying the newly established schools with masters. It was found necessary, therefore, to send out some of the young men from the Dharwar candidate class, who, although their attainments were better than those of masters of indigenous schools, yet were not equal to the standard laid down in the rules for grants-in-aid. Until their attainments, therefore, reached that standard, Mr. Baker drew up, and introduced as a temporary expedient, a scale upon which these men were employed with salaries of Rs. 8, Rs. 10, and Rs. 12. Four passed examinations entitling them to Rs. 12, five to Rs. 10, and five to Rs. 8, monthly. There are now nineteen in that class preparing for employment as masters of inferior schools. The present arrangement for the instruction of candidate teachers at Dharwar is not satisfactory. There is no separate master for the school. The candidates are taught by the masters of the Murathee and Canarese schools at Dharwar, and, consequently, the several schools have not the proper share of attention which they ought to have.

40. There are no private schools in this Division which are aided by Government, although during the year several applications have been received for aid. Several circumstances have combined to delay the sanction to these applications. The aggregate amount applied for was far more than the funds available for the purpose could meet. The great cause, however, of delay in sanctioning these grants is, I believe, in the fact that the old rules for

grants-in-aid have been undergoing revision, and the new draft is now under the consideration of Government.

41. When private schools have been recommended for aid, it may be inferred that they have been inspected by the Educational Inspector. All the schools recommended for aid have been inspected by me, with the exception of those of the Scotch Free Church Mission at Sattara, which were examined by my predecessor. Under the head of private schools which have applied for Government aid, are included missionary schools and two Indo-British schools. No native (indigenous) schools have yet applied for aid.

42. The missionaries generally in this Presidency carry on their work of evangelisation chiefly by means of education. All their operations are based on education, and hence there are a great number of schools in this Division belonging to the several missions which are at work in it. There are the agents of four great missionary bodies in the Dekkan; namely, of the Church of England Mission, the Free Church of Scotland Mission, the American Mission, and the London Mission. The Church of England Mission has stations at Nassick, Malligaum, and Junere; the Free Church of Scotland at Sattara and Poona; the American Mission at Ahmednuggur, Sattara, and Seroor; the London Mission at Belgaum.

43. There are a great number of mission schools, not only at those stations just named, but at small outlying villages and towns, which are designated as *out-stations*. The American and London Missions have not yet invited aid, the other two have; and the schools for which applications have been made have all been inspected.

44. The Church of England Mission have asked for

Government aid to their schools at Nassick. Nassick was a very important town in the time of Bajeerao, and it still is so. It may be considered almost the metropolis of Brahminism in Western India. The mission at Nassick has been established some years. There are six schools connected with it; one English, four vernacular, and one native Christian. I have specially reported on them, and I need not here say more than that I was, on the whole, well pleased with them. They were well conducted, in good order, and discipline; the attendance large and pretty regular, and the general attainments of the scholars in secular learning satisfactory, and much on a par with what is generally met with in our own vernacular schools.

45. There is also, in connection with this Mission, an Orphanage and Industrial Institution, where forty-nine children, boys and girls, most of whom are strictly orphans and foundlings, are taught useful trades. All these young people reside on the mission premises, which are extensive, and yearly increasing. Orders for works are constantly received at this institution; and I had an opportunity of seeing some of their handiwork in several very neatly finished portable iron chairs and bedsteads. The sum realized during the year 1856-57 was nearly sufficient to meet the current expenses. It is intended shortly to have a weaving establishment here, which is considered likely to work well.

46. The missionaries of the Free Church of Scotland have also, both at Sattara and Poona, applied for Government aid. The mission schools at Sattara are under the superintendence of the Rev. Mr. Aitkin, and were inspected by the late Dr. Seaward, my predecessor. Application for assistance was confined to those schools of the Mission

which are at Sattara itself. There are an English school and thirteen vernacular schools in and around Sattara. In the former, 200 scholars receive daily instruction; of these only 25 are Mahomedans, the rest Hindoos. All pay fees, varying from half to one anna per scholar monthly. The school is supported chiefly by local subscriptions of European residents, and partly from fee collections. Seven hundred and thirty scholars (of whom forty are Mahomedans) attend the vernacular schools of this mission. The annual cost of educating each scholar in the vernacular schools is Rs. 1-6-0, and in the English school Rs. 2-6-0.*

47. Mr. Aitkin has also applied for a special grant from Government, to enable him to establish, at Sattara, a model normal school for training teachers. This, on a small scale, has been favourably recommended, and is still under consideration. Government has lately allowed Mr. Aitkin the use of the Rung Mahal, a spacious building situated in the city, and in which Mr. Aitkin has now established his several schools.

48. The Rev. James Mitchell, missionary of the Free Church of Scotland, has also solicited aid for the mission schools at Poona. These are very numerous, being as follows:—one English institution, with 200 scholars; four Murathee schools, with nearly 400; three Hind-Persian dittō, with 197, of whom 40 are girls; three female ditto, with 112; one boarding ditto, with 22: making a total of 931 scholars, who are receiving, for the most part, secular as well as religious instruction. I have seen all these schools, the application for aid hav-

* *Note.*—In Government schools the average cost has been this year as follows:—English schools, Rs. 29-1-4; vernacular do., Rs. 3-13-9.

ing in the first instance embraced them all. But, as the aggregate expenditure on these schools was Rs. 6,000 per annum, and the application was for an equal amount from Government, I could not recommend the whole for sanction, the late order of Government, regulating the available aid-fund at five per cent. on the annual educational expenditure, preventing my doing so. The application was, therefore, re-submitted, and was confined only to the English school.* This is now under your consideration.

49. The American Mission have schools at Ahmednuggur and in the surrounding districts, but none in the Sattara city or state. The London Mission have schools in and around Belgaum; but, as I have before said, neither of these missions have applied for aid.

50. Besides the mission schools, two Indo-British schools have applied for aid, one at Poona and the other at Sattara. Their applications are now before you.

51. There are several private schools in the city of Poona, which have their origin in the patriotism and good feeling of many educated young men of the place. Among the foremost of these, I should mention four female schools. I was invited to the annual examination of these schools in December last. There were a great number of children present, with whose general intelligence and quickness I was much pleased. The examination was conducted in the quadrangle of the Poona College, and was witnessed by a great number of European residents of Poona. The aggregate number of children attending these schools is 350, which is an increase of 100 over the number in the year previous. Many of these

* Until the revised rules for grants-in-aid are sanctioned, no grants can be applied for.—E. I. H.

are Brahmin girls. The schools are supported by local subscriptions and donations, and by an annual grant from the Duxina Prize Fund of Rs. 900. The total receipts last year were Rs. 3,315-14-2, while the expenditure was only Rs. 1,931-13-4.

52. Next to these are the schools for Mahars and Mangs (low-caste children), of which there are three in Poona; two in the city, and one in the Camp Bazar. These schools, like the female schools, were established by a number of educated young men of Poona. The total number of scholars is 320. The schools not having been founded simultaneously, the amount of progress in each is not equal. The first school consists of three classes; in the senior of which the scholars have read 166 pages of the Balmitra, know something of grammar, and are able to parse. In geography, they can speak of the countries of Europe and Asia; are able to write and read Modi; have advanced as far as simple proportion in arithmetic; and have been taught a little of the History of the Murathas. The second class boys know a little of reading, grammar, writing, and numbers (the latter as far as multiplication only), and the geography of Asia. The third class are quite beginners, learning the alphabet and Lipidhara, and the present vernacular primer.

53. In the second school the attainments of the first class boys are not so high as those of the first class of the first school, but they are higher than those of the second class of that school. The second class, again, are a little behind the second class of the first school; and the third class are at the alphabet.

54. The third school is yet quite in its infancy, having only been established a little more than a year. The

Court of Directors have lately granted a sum of Rs. 5,000 for the erection of a suitable building for these schools.

55. Another very good private school in Poona is a school established by Balasaheb Rastia, a descendant of one of the great Sirdars of the Peshwa dynasty. It is called an infant school, and at first was, I believe, properly so called, having been founded particularly for the benefit of those young children who were unable to attend schools at any distance from their houses. This title is, however, no longer applicable, as many others, far above the age of infancy, now attend it. It is one of the best private schools I have seen, and is supported by local contributions. I have twice examined it, and have on both occasions been much gratified with its state, and with the order, and cleanliness, and intelligence of the children.

56. I have seen a few of the indigenous schools in the Dekkan, but I cannot speak in favourable terms of any of them; and I find it extremely difficult to come to a just conclusion in regard to their general usefulness, and as to whether they are really valued, and in what way, and to what extent, absolutely or comparatively, with ours, by the people. The master generally can do little more than read and write; in all other respects, very ignorant. He generally receives something from his scholars in remuneration for the instruction he gives. This varies, and is very uncertain; and he is obliged to resort to all sorts of menial offices, such, for instance, as fetching the children to school in the morning and taking them home again, in order to ensure the good-will of the parents and the consequent attendance of the children. Sometimes a good indigenous school is to be found in large cities or towns, but

these are the exceptions. As a rule they are very bad, and altogether unimprovable while conducted by the original uneducated teachers. As yet no applications have been received from indigenous schools for Government aid.

57. No new general native libraries have been established during the year. Those which were mentioned in the last annual report still exist. I have seen four of these, viz. Poona, Sattara, Ahmednuggur, and Nassick. A vernacular library has been established at Belgaum, on a small scale, by the senior pupils of the Belgaum Murathee school. There are forty-three subscribers, and the monthly receipts amount to Rs. 2-8-0, which are expended in rent, postage charges, and the purchase of a periodical publication. It contains forty-seven volumes, which have been presented by various persons who take an interest in the institution. Three periodicals are presented to it monthly.

Poonah.
Sholapore.
Belgaum.
Ahmednuggur.
Sattara.
Nassick.
Dharwar.

62. Probably the most important order of the year was that which was conveyed in your letter No. 2,523, of the 21st November 1856, directing us to abstain from promising Government assistance to new schools for the present. The effect of this has been to check the extension of education. After the end of November, therefore, no new schools were established. My own opinion is that the order was a most timely and beneficial one. I found, soon after taking charge of the office, that the progress had already been too rapid to hope for its being healthy and good. I was glad, therefore, when the order came which turned our thoughts from school extension to school improvement, an all-important matter, which had been

very much neglected and overlooked hitherto. The latter half of the year under report, and the first half of the present year have therefore chiefly witnessed efforts for the improvement of the existing schools. The result of these efforts will form the subject of a future report.

63. The order exempting female schools from the payment of fees emanated from the Home Government, and was most timely. The effects will, I feel confident, be most valuable and pleasing ere long.

64. Another important order was that which directed all scholars attending Government schools to purchase their own books. Formerly it had been customary for boys, who were too poor to buy their own books, to use those which were in the school, a certain number having been kept purposely on that account. It is not to be wondered at that this privilege was very much abused, and that many other than poor scholars availed themselves of it. This order was therefore very much needed; and slight modifications of it, which have been subsequently issued, will have a wholesome effect, and put a stop to that erroneous notion that Government will provide everything.

65. It was found necessary also to check the system of allowing fees to fall into arrears, which I found so prevalent when I first came to the Dekkan. The arrears were very great, and for the most part irrecoverable; so that, while this was permitted, it nullified in a great measure the order of the fee payments, and made education virtually gratis. I therefore ordered that all fee payments should be in advance for the month.

66. The great results of the year's operations have been, —1st, a large increase of schools and scholars; 2nd, general improvement in the state of the schools; and, 3rd, they

have been accomplished at a smaller proportionate expense to Government than last year. The following table will show exactly what the cost of education was last year, and what it has been this year. In that we had an aggregate number of 220 schools, at an aggregate cost of Rs. 50,422-11-1, and in this we have an aggregate number of 330 schools, at an aggregate cost of Rs. 82,408-5-10.

1855-56.

No.	Schools.	Cost.		
		To Government.	To People.	Total.
		Rs. a. p.	Rs. a. p.	Rs. a. p.
5	English	5,686 3 6	2,053 3 0	7,739 6 6
211	Vernacular	33,780 6 0	8,634 4 5	42,414 10 5
1	Normal	59 1 3	.....	59 1 3
1	Female	39 13 10	.....	39 13 10
2	Low-Caste	109 11 1	60 0 0	169 11 1
220	Total..	39,675 3 8	10,747 7 5	50,422 11 1

1856-57.

No.	Schools.	Cost.		
		To Government.	To People.	Total.
		Rs. a. p.	Rs. a. p.	Rs. a. p.
9	English	7,891 0 6	4,033 7 2	11,924 7 8
314	Vernacular.....	45,248 7 8	24,098 8 8	69,347 0 4
1	Normal	469 1 1	.....	469 1 1
3	Female	256 7 0	61 10 8	318 1 8
3	Low-Caste	195 8 6	154 2 7	349 11 1
330	Total ..	54,060 8 9	28,347 13 1	82,408 5 10

APPENDIX.

List of Officers who have rendered Assistance to this Department.

Names.	Former Station.	Present Station.	Collectorate.
Soobrow Ayajee	Mamlutdar of Bagulkote	Dufterdar of Dharwar	Dharwar.
Ramrao Soobajee	Do. of Gokak	Mamlutdar of Chickoree	Belgaum.
Babajee Vittul	Do. of Budamee	Do. of Gokak	Ditto.
Kesha Gopal	Do. of Tasgaum	Do. of Bidee	Ditto.
Pandoorung Ramchundra	Do. of Hoongoonda	Do. of Tasgaum	Ditto.
Venkajee Gopal	Do. of Pursgurh	Do. of Pursgurh	Ditto.
Geerdhur Nursingh	Do. of Hutnee	Do. of Budamee	Ditto.
Gujanun Vittul	Foujdar of Chickoree	Foujdar of Chickoree	Ditto.
Morar Vittul	Mahalkuree of Ilkul, Tal. Hoongoonda	Mahalkuree of Ilkul, Tal. Hoongoonda	Ditto.
Virupacsha Dhondeo	Do. of Unkulghee, Talooka Pashapoor.	Mamlutdar of Hoongoonda	Ditto.
Venkajee Goorrow	Do. of Unkulghee, Talooka Pashapoor.	Mahalkuree of Unkulghee, Tal. Pashapoor.	Ditto.
Raghvendra Krishna	Do. of Yardwar, Talooka Gokak	Do. of Yardwar, Talooka Gokak	Ditto.
Ramchundra Jewajee	Do. of Beelghee, Talooka Bagulkote	Do. of Beelghee, Talooka Bagulkote	Ditto.
Mahadowrao Krishna	Moonsiff of Haweree	Moonsiff of Chickoree	Ditto.
Naro Ramchunder	Mamlutdar of Chickoree	Mamlutdar of Hooblee	Dharwar.
Swamerao Goorrow	Do. of Kode	Do. of Kode	Ditto.
Venkutrao Mahadeo	Do. of Bunkapoor	Do. of Ranebednoor	Ditto.
Krishnajee Jyram	Do. of Ranebednoor	Do. of Bunkapoor	Ditto.
Shreeneewas Narsivh	Do. of Dumul	Do. of Dumul	Ditto.
Gunesh Krishna	Mahalkuree of Misreecote	Mahalkuree of Misreecote	Ditto.
Balajee Anunt	Do. of Hows Bhavee, Talooka Kode.	Do. of Hows Bhavee, Talooka Kode.	Ditto.
Morow Rughoonath Dhumduray	Moonsiff of Tulligaum	Moonsiff of Tulligaum	Poonah.
Sudasheo Rughonath	Mamlutdar of Mussoor	Mamlutdar of Sattara	Sattara.

List of Officers who have rendered no Assistance to the cause of Education.

Names.	Where stationed, and when Indifference shown.	Present Station of the Officer.	Collectorate.
Narrayen Tremul	Mamlutdar of Chickoree.....	Mamlutdar of Bagulkote	Belgaum.
Shesgeerao Soobajee.....	Do. of Sumpgaum	Do. of Sumpgaum	Ditto.
Appajee Venkutesh	Mahalkuree of Kittor, Talooka Bedee....	Mahalkuree of Moorgur	Ditto.
Vishwanath Sabajee.....	Do. of Belowdee, Talooka Sumpgaum.	Do. of Belowdee, Talooka Sumpgaum.	Ditto.
Krishnrao Venkutesh	Do. of Hookeree, Talooka Chickoree..	Do. of Hookeree, Talooka Chickoree ..	Ditto.
Swameerao Ramajee	Mamlutdar of Hangul	Mamlutdar of Hangul	Ditto.
Dutatree Nilkunt	Do. of Nowlgoond	Do. of Nowlgoond.....	Ditto.
Trimbuck Moreshwar	Do. of Hooblee	Do. of Dharwar.....	Ditto.
Nunjou Nursinh	Mahalkuree of Kuryghee	Mahalk. of Kuryghee, Talooka Bunkapoor	Ditto.
Gooroonath Bapoo	Do. of Dewar, Hooblee, Talooka Dharwar.....	Do. of Turus, Talooka Hooblee	Ditto.
Racho Bushweshwar	Do. of Misreecote, Talooka Hooblee.	Do. of Yamgul, Talooka Nowlgoond ..	Ditto.

I have the honour to be,

Sir,

Your most obedient Servant,

J. F. Lester, Captain,

Educational Inspector, Dekkan Division.

Camp, Poona, 27th October 1857.

APPENDIX [D].

EXTRACT REPORT BY T. C. HOPE, ESQ., EDUCATIONAL INSPECTOR, GUJERAT DIVISION, FOR THE OFFICIAL YEAR 1856-57.

(*Dated 26th November* 1857.)

SIR,—I have the honour to submit my annual report for the year 1856-57, accompanied by the following documents:—

Bengal Returns	17
Miscellaneous do.	5
Map of Gujerat	1

Its earlier completion was prevented by my absence in Europe on leave.

4. *Public Feeling.*—The experience of the past year has confirmed me in the belief that the people are not so indifferent to education as has been supposed, and may be induced to make adequate sacrifices to obtain it. The difficulty of fixing the mode in which contributions should be assessed and levied in the four Collectorates has proved as great as ever, and has not only impeded the establish-

ment of new schools, but led to some difficulties with regard to those already opened. This difficulty will, I believe, give way only to a legislative enactment, fixing the methods of assessment which may be resorted to, and enforcing the payment of contributions. Such an enactment would not be opposed, and would generally be preferred to the present system, which, by trusting to local action, enables influential castes to oppress weaker ones, fraudulent sureties to embezzle funds, and influential or rival factions to thwart the wishes of the well-disposed. In Kattiawar, the existing schools are liked by the people, and have, in a few instances, induced the inhabitants of neighbouring towns to desire similar ones. A rule has been made by the educational committee, allowing such places to subscribe to the fund through the medium of the Chiefs to whom they belong, which may in time lead to a considerable increase in the number of schools. In Palhunpoor and the Rewa Kanta education is as yet little appreciated.

5. *Assistance.*—I have much pleasure in acknowledging the assistance which I have received from the Civil Authorities generally. Mr. Warden, the Judge of Ahmedabad, took much interest in the affairs of the proposed College; and Mr. Ashburner, first Assistant Collector of Kaira, has been most energetic in obtaining contributions and superintending the construction of school-houses. By his assistance three new schools have been established, and two old ones reorganized, on the partially self-supporting system, and Rs. 2,093 paid into the treasury in advance for their support for some time to come. Rs. 3,400 have also been collected for building four school-houses, three of which are, at the present date, completed and in use.

Rao Bahadoor Raghunathrao Ramchunder, District Deputy Collector of Ahmedabad, has taken trouble in examining schools and raising money for a school-house at Purantej; Muncharam Gokul, Moonsiff of Dhundooka; Apajee Sakurlal, Acting Mamlutdar of Dhundooka; and Dinanath Jadowrae, Mamlutdar of Purantej; as also Shivlal Bhogilal, Purshotam Poonjasha, and Jamietram Himmutram, Moonsiffs of Purantej, Oomret, and Gogo, are deserving of mention for their exertions.

6. *Deputy Inspector's Operations.*—Rao Saheb Pranlal Mathuradas and Mr. Mohunlal Runchordas were out in their districts during the month of May 1856, and the whole of the season of 1856-57. The former was sick, and unable to travel during some portion of the time. Rao Saheb Bhogilal Pranwulubhdas spent about three months and a half in visiting the schools in Kattiawar. The three new Deputy Inspectors only received charge a short time before the end of the year. The number of miles travelled and schools visited by each Deputy Inspector is as follows:—

Names.	Miles travelled.	Number of Schools.		Total.
		Examined.	Inspected.	
Rao Saheb Bhogilal ..	805	21	17	38
Rao Saheb Pranlal....	583	16	22	38
Mr. Mohunlal	626	42	31	73
Mr. Myaram.....	120	1	4	5
Mr. Doulutram.....	78	3	..	3
Mr. Jivanram	188	2	10	12

Besides visiting schools, Rao Saheb Pranlal and Mr. Mohunlal were employed for a considerable portion of their

time in endeavours to get up new schools at various places. Rao Saheb Bhogilal is a highly intelligent and efficient officer. In the book department he has rendered valuable assistance, and declined the offer of remuneration. Rao Saheb Pranlal now performs his duties in a more satisfactory manner. Mr. Mohunlal Runchordas has visited a considerable number of schools, and furnished some useful information in his annual report. His knowledge of English is very imperfect. The same remark applies to the new Deputy Inspectors. Of their other qualifications I have not had sufficient time to judge. The Deputy Inspectors' examination reports of schools, which were also visited by me, have been compared with my own, and the result satisfies me of the general accuracy of the former. The principle, that it is the duty of a Deputy Inspector not merely to record the actual state in which he finds a school, but to improve it by instructing the masters and other personal exertion, has not, however, been sufficiently carried out. As this is in a great measure attributable to ignorance of what really are sound methods of instruction, and the manner in which they may be made applicable to this country, I propose to collect the Deputy Inspectors at Ahmedabad during next monsoon, and make arrangements for their receiving appropriate instruction, and visiting the training school, under my own supervision.

III.—*State and Progress of Education.*

7. *General Statistics.*—The number and grade of all the schools known to exist in the Division, and the scholars on the register on the 30th of April last, with their increase as compared with the previous year, are shown in the following Table :—

Grade of School.	In 1855-56.		In 1856-57.		Increase.	
	Schools.	Scholars.	Schools.	Scholars.	Schools.	Scholars.
Government English	8	884	11	1,006	3	122
Ditto Vernacular.	73	5,458	117	7,767	44	2,309
Ditto Special ..	3	33	4	56	1	23
Aided English	1	103	1	103	..	..
Ditto Vernacular.	11	877	13	849	2	..
Private Indigenous	892	37,636	890	37,586	..	..
Total ..	988	44,991	1,036	47,367	48*	2,376*

The schools entered as "aided" are merely under the inspection of the Department, but do not receive any pecuniary grants. No fresh census having been taken of the indigenous schools, their number and scholars are entered as the same as last year. The geographical distribution of all the above schools, except the indigenous ones, is shown in the map of Gujerat forwarded herewith, to which, and especially to the tabular statement in the corner of it, I beg to draw your attention.

8. *Government English and Vernacular Schools.*—I shall now proceed to give a more detailed account of the above institutions, in the order in which they are arranged, commencing with the Government English and vernacular schools. It may, perhaps, be considered unnecessary every year to treat of these in the minute manner I am now about to do. It appears to me, however, of great importance now, at the commencement of a new era in educational administration, to "take stock," as it were, of the subject matter which it is our duty to improve, and

* *Net* increase.

the instruments with which we have to work; knowing thoroughly the point from which we started, we shall at any future time be able to ascertain the progress we have made.

9. *Classification.*—The English and vernacular schools are each divisible into two grades. The superior English schools are under European superintendence, and teach up to the college entrance standard. The superior vernacular, or Pergunna schools are those at the chief towns in the several Pergunnas or States. They are generally, though not invariably, superior to the others in the instruction imparted. The number and pupils in each grade are as follows; in the map they have distinguishing marks:—

	English.		Vernacular.	
	Schools.	Scholars.	Schools.	Scholars.
Superior	2	607	47	4,628
Inferior.....	9	399	70	3,139
Total....	11	1,006	117	7,767

10. *School-Houses.*—The school accommodation is, on the whole, extremely good, as far as area is concerned, the average area per child in all the schools being about 9½ square feet, which is no less than one square foot and a half more than that laid down as necessary by the Committee of Council on Education in England. There are only twenty-two schools in which it is less than six square feet, a reasonable allowance in a country where desks are not generally used, and for eight of these new school-houses are being built. The majority of the school-buildings, however, have been built for other purposes than that for

which they are now used, and would require considerable adaptation to suit the ideas of school organisation prevalent in Europe. Galleries, and their use, may be said to be unknown.

11. *Castes.*—The statistics given in this and the seven following paragraphs are for the whole of the Division, including the Political districts, and, being almost entirely made from averages of the whole twelve months, may be depended upon as accurate. A comparison of the annexed Table with that for a part of the Division given in last year's report shows a slight decrease in the Brahmins and petty traders, and an increase in the Mahomedans, cultivators, and miscellaneous castes. The increase of Mahomedans is remarkable, being nearly 50 per cent.

	Percentage.
Brahmins	31·05
Kshatrees	3·32
Banians	33·06
Mahomedans	7·13
Artisans and Cultivators	12·08
Merchants and Shopkeepers	5·09
Miscellaneous	7·73
	100·00

12. *Ages.*—The ages of the children are as follows:—

Age.	Per cent.
5 years and under	·52
6 years	1·48
7 „	3·18
8 „	5·29

Age.	Per cent.
9 years	8·05
10 „	13·09
11 „	13·67
12 „	16·08
13 „	13·16
14 „	9·39
15 „	6·40
16 „	4·01
17 „ to 20	4·51
Above 20.....	·45
	100·00

Of the whole, 10·47 per cent. are eight years old and under; 21·14 per cent. are nine and ten; 59·42 per cent. are between ten and fifteen; and 8·97 per cent. are above fifteen. These figures are nearly identical with those of last year, obtained from partial returns, and prove the accuracy of the latter. Children appear to enter our schools at about the age given in last year's report as that of quitting the indigenous ones, and probably a large proportion pass from the one to the other.

13. *Period of Attendance.*—The accompanying Table is a great contrast to the one given last year.

3 months and under.....	33·45
3 to 6 months	19·84
6 to 9 „	12·43
9 months to 1 year	6·94
1 to 2 years.....	14·15
2 to 3 „	6·57
3 to 4 „	3·06
4 to 5 „	1·67
5 to 11 „	1·35
Above 11 „	0·09
	100·00

The number of children who have been at school only one year and under has risen from 59·4 to 72·66 per cent., of whom nearly half have been there only three months and under. This result is easily accounted for by the fact of forty-four new schools having been opened during the year, some of them towards the close of it.

14. *Daily Attendance.*—There is a marked improvement in the average daily attendance, which has risen from 66·7 per cent. to 72·75. We may reasonably hope, at no very distant period, to see it equal that of common schools in England, which is 79 per cent. The improvement has taken place in the four Collectorates, and especially in Kaira, where the attendance reaches 76 per cent.

15. *Fees.*—No fees are levied in Kattiawar, or the Mahee Kanta, or in any of the Palhunpoor schools, except that at Deesa. A comparison of the following Table with that of last year shows an increase of about 42 per cent. in the amounts leviable and paid :—

Amount leviable.	Amount paid.	Amount due.
Rs. a.	Rs. a.	Rs. a.
8,681 12	7,829 9	852 3

The arrears are about ten per cent. of the whole. I have seen no reason for modifying the opinion expressed in last year's report in favour of abolishing the anna fee in village schools, and making a proportionate increase in the contribution levied from the people in a body towards the general expenses.

16. *Teachers.*—There are now 203 teachers in the Division. Of these, two are Europeans, receiving Rs. 300

and Rs. 250 per mensem respectively, and the rest are paid as shown in the margin. The maximum and minimum ages are 61 and 14, and the average is 25. The average period of service is 4 years, 9 months, and 25 days. These averages are nearly a year lower than usual, owing to the appointment of a large number of young assistant masters. Of the vernacular masters, eleven were trained in the Surat first normal class, and thirty-two in the two inferior classes at Surat and Ahmedabad. The rest have had no training whatever. Few, indeed, out of the whole number have any higher idea of teaching than making their pupils learn words, passages, and processes by heart, and calling them up "to say their lessons."

Rs. 250	1
„ 110	1
„ 100	1
„ 75 to 85	5
„ 50	6
„ 20 to 50	26
„ 15 to 20	42
„ 15	39
Under Rs. 15	80
	201

17. *Progress of Education.*—The progress of education during the past year can only be shown for the four Collectorates and Kattiawar. The percentage of scholars to the population of the towns in which our schools are situated is still small, but has increased since last year in every district without exception. The greatest progress has been made in Ahmedabad and Kattiawar. The percentage of boys in Government schools of all grades to the total population of the Division is ·19. If the scholars of aided, private, and indigenous schools be thrown in, it rises to 1·1.

Districts.	In Government Schools of all grades.		In Vernacular Schools alone.	
	1855-56.	1856-57.	1855-56.	1856-57.
Ahmedabad	·076	·95	·68	·86
Kaira	1·027	1·48	1·27	1·44
Broach	·094	1·09	·84	·98
Surat.....	1·018	1·26	·88	·96
Kattiawar.....	·067	·83	·61	·76
	·902	1·07	·79	·95

18. *Cost of Education.*—The total annual cost of educating boys in schools of various grades is as follows:—

	Total Cost.			Cost to Government.		
	Rs.	a.	p.	Rs.	a.	p.
Superior English.....	24	2	7	23	5	0
Inferior English	29	5	3	26	7	5
Government Vernacular ..	6	5	11	4	7	3
Special.....	51	0	0	51	0	0
Government and Aided ..	8	13	8	.....		

At present the inferior English schools are more expensive than the superior, owing to their being mostly new and having a very small number of pupils. The cost in this Table has been calculated according to the average attendance, instead of the average number on the register, and is consequently higher than that given in last year's report.

19. *Government School Studies.—Superior English Schools.*—I now pass on to the studies pursued in Government English and vernacular schools, and the proficiency attained. There are still only two superior English

schools. Mr. Graham, having resigned the service, has been succeeded in the head mastership of the Surat school by Mr. Good, a gentleman trained at St. John's College, Battersea, and possessing a certificate from the Committee of Council on Education. The very high mathematics formerly superficially taught in the school have been discontinued, and greater attention is paid to the English language, writing, and composition. The examination of the school having been postponed till after the rains, I forbear to remark further on it. The Ahmedabad school still does credit to Mr. Curtis, the head master. The proficiency in the upper classes is not as great as last year, owing to a considerable number of elder boys having left on obtaining employment, and the few remaining being much occupied with monitorial duties.

20. *Inferior English Schools.*—Inferior English schools are of two grades, a higher and a lower, according to the quality of the native superintendence. Those of the higher grade are at Broach, Rajkote, Bhownuggur, Junaghur, Kaira, and Deesa. Of these, the one at Rajkote is the best, and particularly excels in mental arithmetic, writing, and dictation. The Broach school is little inferior to it, and has made more progress than any other during the year under report. The Junaghur school is in a fair state, as are also those at Bhownuggur and Kaira, considering the short time that they have been in existence. Much, however, yet remains to be done at these places. The Deesa school was only established lately, and has not been examined. In speaking well of schools under native superintendence, I do so with reference to what may fairly be expected from them, and the efforts, in some cases great, made by the masters to fulfil such expectations. I see no

reason to modify the opinion I have previously expressed, that even a tolerably accurate knowledge of the English language cannot be attained except under a European teacher.

21. *Same subject.*—The Palhunpoor, Godra, and Neriad English schools belong to the lower grade. The two former have not been examined this year. The latter, when examined, had only been a short time at work. The liberality of Veheribhai Ajoobhai Desai, in building a school-house for it at a cost of about Rs. 1,500, is remarkable.

22. *Course of Study.*—Considerable improvements have been made in the school course during the present year (*vide* para. 48). The system of teaching history, arithmetic, and other subjects through the medium of the English language still remains, and might be advantageously superseded by the use of vernacular text-books. Scarcely any boys are able to understand English works on such subjects without considerable assistance, and consequently there is immense loss of time and labour.

23. *Vernacular Schools.*—During the past season 106 different vernacular schools were examined by myself and my subordinates. Dividing them into four classes, in the same manner as in the last annual report, the number in each class, and the proportion of scholars they attain, are here given :—

Grades.	Schools.	Scholars.	Average per School.
I.	6	1,140	191
II.	20	2,175	108
III.	34	2,380	70
IV.	46	1,958	43

Higher mathematics being less studied than formerly, causes schools of the first class to be fewer than last year.

24. *Ditto.*—At the examinations marks were given to every class in every subject; from these marks summaries were drawn up for every school; and from the school summaries, again, a general summary for the Division, which is embodied in the following paragraphs.

25. *Reading and Spelling.*—The percentages of boys learning reading and spelling are 53 and 47 respectively; the increase in the latter of three per cent. over last year being attributable to the great number of new schools. The same cause has probably produced a fall in the proficiency marks to 51 and 43. To judge of the knowledge of reading, however, the kind of books read must also be taken into account. Dividing the reading books in use into four orders, according to their difficulty, and placing mere spelling-books in a fifth, the percentage of boys using each order is as follows:—

Order.	Percentage.
I.	7
II.	13
III.	9
IV.	24
V.	47

The result is pretty much the same as last year, except in books of the first order, in which there is a falling off, attributable, probably, to the directions enjoining thorough grounding which have been issued.

26. *Other subjects in Literature.*—The extent to which other literature subjects are studied, and the marks obtained, are shown in the following Table:—

Subject.	Percentage.	Proficiency.
Explanation of words and passages	59	42
Handwriting	46	44
Dictation	41	32
Grammar	38	37
Geography	30	43
History	21	49
Regulations	65	54
Mercantile forms	6	58

In grammar, geography, and history, there is an advance compared with the imperfect returns of last year. Grammar is still taught in a most unsatisfactory manner, the new text-book not being completed. The geography learned is now in a great measure that of Gujerat, and so far useful; but the masters are still unable to give a perception of form and proportion, and the tendency to teach strings of names, to which no definite idea is attached, is nearly as strong as ever. The handwriting, dictation, and explanation of words and passages are in about the same state as last year. The study of mercantile forms and accounts has been introduced in a few places, with very good results.

27. *Mathematics.*—If all mathematical studies, except mental arithmetic, be divided into five orders, the percentage of boys learning them will be:—

Orders.	Percentage.
I.	5
II.	4
III.	9
IV.	61
V.	20

The percentage studying the higher orders is much lower than last year, owing to the number of new schools, and the instructions issued to pay more attention to the common rules and mental arithmetic.

28. *Arithmetic.*—Written arithmetic is learned by 91 per cent. of the boys, of whom two-ninths have not got beyond numeration. The marks obtained were only about forty per cent. Ninety-six per cent. learn mental arithmetic; and among these there are a few who learn nothing else. Only six per cent. can at present do mental calculations of considerable difficulty, but this percentage ought to increase now that Rao Saheb Bhogilal's little work on the subject has been brought out.

29. *Other subjects in Mathematics.*—The remaining branches of mathematics are not studied in all the schools. The accompanying Table shows the number in which each branch is studied, the percentage of boys studying it, and the marks they obtained. The proficiency is higher than last year; and, taking this fact in connection with the reduced percentage, we may hope that high mathematics are now studied less for mere show, and to better purpose than heretofore.

Subjects.	Schools.	Percentage.	Proficiency.
Algebra	48	4·00	46
Geometry.....	35	3·05	46
Trigonometry	6	·36	65
Mensuration	4	·24	60
Mechanics	4	1·00	47

30. *General Remarks.*—The reduction in percentages and marks which appears in the returns of this year has

been already stated to be, in a great measure, attributable to the large number of new schools which have been opened, all containing scholars to be taught *ab initio*. The detailed examination results of the schools, which have been some time in existence, contain abundant proof that education has during the past year assumed a more sound and practical character. With our schoolmasters as they are at present, however, any great progress is impossible. To the Ahmedabad training school we must look for the improvement of those who are capable of it, and for the production of a new race. These functions it cannot fulfil without the supervision of a European training master, and I trust that one will be allowed for it at an early date.

31. *Industrial Schools.*—There are no industrial schools in the Division. It occurs to me that something of the kind might be made out of the Ahmedabad jail. Carpets, paper, and other articles are now, I believe, successfully manufactured there. Were a few trades taught systematically to prisoners in jail for moderately long terms, and a depôt established for the sale of good carpenters', shoemakers', and blacksmiths' tools, and other common implements, beneficial changes might in time be effected in the manufacturing industry of the country. Machines for cleaning cotton, such as, I hear, have been found to answer at Dharwar, might also be sold to great advantage. Ample employment for several lithographic presses could be found by this Department alone, which now has considerable difficulty in getting its work executed. I am not sufficiently acquainted with the organisation of the Ahmedabad jail, to know whether the above suggestions are practicable; I merely throw them out for such notice as those better informed may consider they deserve.

32. *Special Education.*—The only existing institutions for special education are those for schoolmasters, which will be noticed presently. Some meetings of the college committee were held during my stay at Ahmedabad, and it was determined to petition Government to make a grant equal to the sum already subscribed by the people, namely, Rs. 50,528-1-4, and, with the interest of the total amount, excepting Rao Bahadoor Muggunbhai Kurrumchund's special donation of Rs. 7,000 for scholarships, to open at once two departments of the proposed college, one for instruction in civil engineering, and the other in revenue and judicial business. The result of the application has not been communicated to me. Considering the length of railways in Gujerat, either in progress or projected, the early establishment of the engineering department is very desirable.

33. *Normal Training.*—Training as a schoolmaster is to be obtained at three places in the Division,—Surat, Ahmedabad, and Rajkote. The normal scholarships to be held at the Deesa school, which were sanctioned in Mr. Erskine's letter No. 1358, of 17th June 1856, are still vacant, as persons willing to accept them have not yet been found in the districts from which it was desirable that they should be filled up.

34. *Surat First and Second Normal Classes.*—The two classes at Surat, alluded to in my last report, are still in existence, and have been of great service. The superior one has furnished seven masters, and the inferior one nine in the course of the year. Two students from the former have been dismissed, one for refusing to fulfil his engagements, and the other for unauthorised absence. In the month of December last the increase of the second normal

class from ten to twenty students was sanctioned by Government.

35. *Ahmedabad Second Normal Class.*—The second normal class at Ahmedabad continued in operation until March last, when the remaining members of it either received appointments or entered the new training school. From the beginning of the year up to that time, the class had furnished thirteen masters and six assistant masters.

36. *Ahmedabad Training School.*—The Government of India having sanctioned for Ahmedabad a first normal class of fifteen students, on Rs. 5 per mensem each, with a teacher on Rs. 40 per mensem, and also the increase of the second normal class from ten to twenty students, it was determined to form the whole into a training school. The students were selected, at a general examination held at Kaira in February, out of above a hundred candidates who presented themselves. Instances having occurred of difficulty in compelling persons trained by the department to become teachers, scholars of the first grade were required to bind themselves, in the sum of Rs. 300, that they would go through the course of instruction, and afterwards serve as schoolmasters for at least five years, and also to furnish two securities of Rs. 25 each. The second normal scholars entered into similar engagements, the amounts of recognisance and security being Rs. 200 and Rs. 20 respectively. The training school commenced operations in March in a small house, pending arrangements for the hire of a large building, containing convenient residences for all the students and their teachers, and rooms for a practising school of three hundred children, to be worked by them. These arrangements were not completed till after April 30th. Only four of the scholars

know English, and they are allowed to study in the English school for two hours daily. All go through a complete vernacular course, and work by turns in the practising school. A European training master, to conduct the institution, is urgently required.

37. *Rajkote Normal Class.*—In my last report I mentioned the sanction of a normal class of ten scholars at Rajkote. Only four students were procured before the end of the year, the great distance of many of the States from Rajkote, and the low estimation in which the teachers' profession is held, combining to render youths reluctant to accept scholarships.

38. *Aided Schools.*—No private schools in this Division have received pecuniary grants-in-aid. Those which have been placed by their managers under the general supervision of the department are the following:—

	Boys.		Girls.	
	Schools.	Scholars.	Schools.	Scholars.
English	1	103		
Gujerathee	9	582	2	196
Hindustanee	1	30		
Sanskrit	1	41		

The English and Gujerathee boys' schools are situated in the Surat and Broach Collectorates, and supported by Sir Jamsetjee Jejeebhoy's Parsee Benevolent Institution at Bombay. Of these, the one English and three Gujerathee schools, situated in the town of Surat, have improved to a certain extent since last year, and are tolerably efficient.

Those in the districts are not so, owing to the want of regular superintendence, maps, school-books in good Gujerathee, and prizes to stimulate the boys. The Hindustanee and Sanskrit schools are at Junaghur, and supported chiefly by His Highness the Nawab. They are in a creditable condition. The two female schools are those founded at Ahmedabad by Rao Bahadoor Muggunbhai Kurrumchund. That styled No. I. has slightly fallen off since last year. The books used seem too hard. Sewing is less attended to than formerly, and mental arithmetic, which would be particularly useful in household matters, is neglected. The school No. II., on the other hand, has improved; but still, sewing and mental arithmetic should be more attended to. Female schools have been established at Rajkote by Colonel Lang, at Junaghur by the mother of His Highness the Nawab, and at Bhownuggur by the Thakoor of that place, and are examined from time to time by this department, but have not been formally placed under Government inspection.

39. *Private Schools.*—The state of the private, missionary, and indigenous schools was fully reported on last year. Since then none of them have finally determined on applying for grants-in-aid; and, indeed, there are very few to which they could be given according to the existing rules. Of the indigenous schools, between fifty and sixty have been visited by the Deputy Inspectors during the season. As all information worth having regarding these schools has already been obtained, and inspection produces little or no effect upon them, it may well be discontinued. Where there are no Government schools, they will continue to do the small amount of good they are capable of doing; and where there are, they will in due

time take their proper place of inferior departments, or feeders to them.

40. *Young Chiefs.*—This seems the most appropriate place for reporting on the progress of the young Chiefs under private tutors belonging to this Department, or studying in the schools. His Highness the Nawab of Junaghur has made no progress during the year, and, considering his advanced age and deficiency of mental power, none can now be expected of him. The Kooer of Wankaneer continues very inattentive to his lessons. The Choora Chiefs and the Kooers of Gondul and Wudwan, study less than formerly, which can hardly be prevented now that they are grown-up young men. The Kooer of Wudwan is the most advanced. The Chief of Lukhtur is a promising boy. The Chief of Warrye and his brother have not been examined this year. Of the six sons of the Chiefs noted in the margin, Soorsingjee and Kesreesingjee of Palitana are the most promising. Twelve sons and relations of chieftains in the Mahee Kanta attend the Sadra school, and are, on the whole, getting on very satisfactorily. Pratapsing of Prempoor, and Ajaysing of Koêna, have worked well since last year, and are a-head of the rest.

Poorbunder	2
Palitana	3
Dhrol	1

IV.—*Principal Orders and Changes effected and contemplated.*

41. *Instructions to Deputy Inspectors.*—On the appointment of the three Deputy Inspectors, alluded to in para. 2, they were furnished with a complete set of instructions as to their duties, embodying all existing orders and practices in every branch.

42. *Form of Reports of Examinations.*—The old tabular

form of report of the examination of a school having been found very imperfect, a new one was introduced in October 1856, showing the nature and extent of the studies of each class, and their proficiency in them. These are condensed into a general summary, from which the extent to which any subject is studied in the whole school, and the proficiency in it, can readily be ascertained.

43. *Local Scholarships.*—A plan for a general system of scholarships has been for some time under consideration. A few local scholarships of Rs. 3 per mensem, to be enjoyed in superior vernacular or English schools, have been granted to boys who came under my personal notice as deserving of them, the charge being defrayed out of the fees.

44. *Payment of Vernacular Masters.*—The old method of paying the vernacular masters having been found incompatible with the increased size of the department, and the new arrangement by which a considerable portion of its income is derived from local subscriptions paid in the lump, an entirely different system was introduced on the 1st of December last. By this, the masters receive their salaries and school allowances from the Revenue authorities every month, according to abstracts and cash indents furnished to them by the Deputy Inspectors. The total amount is debited in the lump to the personal head of the Educational Inspector, and the receipted abstracts are forwarded to him as vouchers. He sends a monthly cash account to the Civil Auditor. On its being passed, the portion to be borne by Government is at once credited to the Inspector's personal head, and debited to "Education." His account is finally cleared when the people pay up the subscriptions they have agreed for. This system is much

more simple than that which obtained previously, and has also many advantages, especially that of contributing to the independence of the teacher's position, by securing prompt payment of his salary.

45. *Vernacular School-Books.*—It is proposed to compile an entirely new series of vernacular school-books, a detailed plan for which has been submitted for sanction during the year.

46. *Educational Act.*—In accordance with instructions calling for a draft of an Educational Act, I had the honour to submit one in April last. It provided for compulsory taxation according to certain fixed rates; and it was proposed to declare it in force from year to year in such towns and villages as appeared most eligible, their number being regulated by that of the trained masters which the normal schools could supply.

47. *Girls' Classes.*—I had also the honour to represent that the obstacles to the diffusion of female education appeared less than was generally supposed, having been successfully surmounted by private agency in several localities, and to suggest the distribution of rewards, proportional to the number and attainments of their pupils, to such vernacular masters as might succeed in getting up girls' classes attached to their schools. Sanction to this proposition was received after April 30th, and the result will be given in the report for 1857-58.

48. *English School.—Course of Study.*—In February last the head masters of the English schools were informed that their pupils should devote at least one hour per diem to writing, translation, and composition, and should learn thoroughly the geography of Hindoostan and Guzerat. Greater thoroughness in the preparation of reading lessons,

and the discontinuance of the study of political economy, were also enjoined.

49. *Vernacular Course of Study.*—In June 1856 the study of mental arithmetic was introduced into all schools; and it was notified that those boys who did not show a proper knowledge of it would not be examined in high mathematics. Masters were directed to pay greater attention to writing and orthography, to teach geography from a map, and never to allow their pupils to read books, or commit them to memory, without understanding their meaning. It having been found that the masters frequently used reading books one after another in the most arbitrary manner, and to the great injury of their pupils, all the existing school-books were divided into nine grades, according to their relative difficulty. The masters were informed that books of one grade should not be succeeded by those of any higher grade than the one immediately above.

50. *Vernacular School Organisation.*—Regulations have been issued regarding the mode of keeping the dead-stock, library, and other registers, and the fee, petty supply, and book accounts, and also the transmission, registry, and filing of official correspondence.

V.—*Libraries, School-Books, &c.*

51. *Native Libraries.*—There are two native libraries, one at Surat and one at Ahmedabad. The half-yearly reports, required in Mr. Erskine's letter No. 1700, of 15th July 1856, have never been received from the Surat library, or any reply given to reminders on the subject. The Ahmedabad library is under the management of the Gujerat Vernacular Society, from the funds of which a deficit, owing to insufficient subscriptions, is supplied. Nugger Shet

Hemabhai Wukutchund has made a liberal donation of Rs. 6,000 for the construction of a suitable building, which is nearly completed. On the removal of the library thither it is expected to become entirely self-supporting.

52. *School Libraries.*—The English schools have each small libraries, containing useful class-books and works of general reference. It is to be regretted that the native teachers and pupils do not make much use of them. In all vernacular schools there are libraries containing one or two copies of every ordinary school-book to be used by the master for study and reference. They also receive copies of the Gujerathee monthly magazines (Buddiprakash, Juggut Mitra, Duyanprasarak), and most of them have many of the useful little works published by the Gujerat Vernacular Society. To these the elder boys are allowed access. There are very few works on general subjects in the Gujerathee language, but such as exist are from time to time purchased for the libraries from the fees. Some of the libraries of the old established schools contain a number of copies of certain school-books to be used in class, but these are not renewed when worn out, as it is desirable that each pupil should buy books of his own.

53. *Sale of English School-Books.*—English books are to be had at all the English schools except Palhunpoor. There has been a slight increase in the sales since last year. They are almost exclusively confined to school-books, there being no demand for works on general subjects.

Years.	Number.	Value.
		Rs. a. p.
In 1855-56	1,942	1,386 4 0
In 1856-57	2,195	1,491 1 6

54. *Sale of Gujerathee School-Books.*—Vernacular school-books are now to be obtained at all the principal and many of the second-rate towns in the Division. The total number of books issued during the year is 12,416. Of these about one-fourth have been either given away as prizes, or furnished at the expense of Government to the libraries of new vernacular schools. The remainder is an unprecedented increase, attributable conjointly to an enlarged demand and greater facilities for meeting it. The Table, however, does not represent the entire number of books sent into circulation by the department during the year, for 2,528 more, chiefly published by the Gujerat Vernacular Society, were disposed of in the course of my tour.

Years.	Number.	Value.		
		Rs.	a.	p.
1852-53	2,158	1,148	3	0
1853-54	2,405	1,377	9	0
1854-55	2,420	1,609	13	0
1855-56	2,243	1,809	10	6
1856-57	12,416	6,322	1	9

55. *New Vernacular School-Books.*—The first part of the new Geography alluded to in para. 3, containing Asia, with a detailed account of Gujerat, was published in March last. The whole edition of 2,000 copies was disposed of in about two months. A new one is in the press. The second part of the Geography, containing the account of the rest of the world, was in the press, but not ready, on April 30th. A new work on Native Mental Arithmetic, in two parts, and one containing Banians' accounts, and all the letters and forms used in native

business, have been prepared almost entirely by Rao Saheb Bhogilal Pranvulubhdas, Deputy Educational Inspector in Kattiawar. The first part of the Mental Arithmetic was published in April, and 1,176 copies of it were sold before the end of the month. The other part, and the book on accounts, were in the press at the close of the year. The History of Gujerat mentioned in my last report, and the Grammar alluded to in para. 3, are not quite ready.

56. *New Maps.*—In the course of the monsoon of 1856, four Gujerathee maps of the Surat, Broach, Kaira, and Ahmedabad Collectorates, on a scale of about three miles to one inch, and a map of Gujerat on a scale of ten miles to one inch, were prepared in the Inspector's Office, and lithographed at the Bombay Education Society's Press. Their price is very low, being only sufficient to cover expenses. The ready sale they have met with will be seen from the subjoined table. They are found very useful by all native Government Officers.

Name.	Number of Edition.	When published.	Sold up to 30th April.
Surat	1,500	November ..	295
Broach	1,000	January ..	308
Kaira	1,500		407
Ahmedadad..	1,500	March	85
Gujerat	2,000	April	128

I have the honour to be,

Sir,

Your most obedient Servant,

T. C. Hope,

Educational Inspector, Guzerat Division.

APPENDIX [E].

MAP OF THE PRESIDENCY DIVISION, SHOWING THE PRINCIPAL GOVERNMENT SCHOOLS.

STATISTICS
OF THE
GUJERAT EDUCATIONAL DIVISION.

Districts	Area	Population	Government Schools						Aided Schools						Private Schools		Pupils	
			Normal		Anglo-Vernacular		Vernacular		Anglo-Vernacular		Vernacular				Unrecognized		Hindoos	Mahomedans
			No.	Pupils	No.	Pupils	No.	Pupils	No.	Pupils	No.	Pupils			No.	Pupils		
Ahmedabad	4,167	2,16,169	1	35	1	200	1	30	..	..	2	100	117	4,812	100	11,369		
Kaira	3,521	1,46,431	2	107	1	181	1	107	..	..	..	..	161	4,944	120	4,554		
Broach	2,242	2,49,894	1	93	..	..	1	225	..	..	..	..	32	88	2,110	117	3,369	
Surat	1,636	4,96,244	1	115	1	225	1	225	1	100	9	330	240	8,442	274	10,597		
Kattiawar	20,000	2,27,000	1	181	..	..	1	225	1	45	3	77	110	2,274	175	6,393		
Palitanpoor	4,241	2,37,840	2	65	..	..	1	104	..	..	..	..	34	1,110	45	3,369		
Mahee Kanta	3,909	2,11,848	..	..	..	..	1	50	..	..	..	..	18	1,710	30	1,987		
Rewa Kanta	11,330	3,99,702	1	69	..	..	1	227	..	..	..	..	18	648	24	1,818		
Natal	Unknown	47,000	..	..	..	..	..	..	..	..	..	..	18	225	12	225		
	54,846	20,85,928	13	695	3	606	7	1,163	2	145	13	949	Nos. 27,114		1,020	42,362		

MAP
of the
GUJERAT EDUCATIONAL DIVISION

NIMAR
BERAR
RAJPIPLA
NORTHERN CONCAN
NIZAM'S
SOUTH
NIZAM

Number	Sub.	Incompassing Colour.	Area Sqr. Miles.	Population by Census of	Schools Sanctioned on 30th April 1857					Remarks
					Collegiate	Anglo-Vernacular	Vernacular	Normal	Total	
1	Kandesh		12,078	278,812		1	27*		28	*Includes one English Dept. and 1 Anglo Vernacular Schools. *Does 8 Engl. Depts. and 1 Anglo Vernacular Schl. Normal Schools have each a small Engl. class attached to them. *Includes 4 Jagavelar's Schools & 3 Anglo Vernacular Schools.
2	Ahmednuggur		13,000	1,000,000		1	85*		86	
3	Poona		5,250	656,000	1	2	101*	1	105	
4	Sholapore		8,230	673,113		1	20*		23	
5	Sattarah		11,000	1,217,261		1	30		38	
6	Belgaum		6,500	1,030,000			24		34	
7	Dharwar		3,178	686,822		1	19	1	21	
			61,336	6,053,336	1	7	323	2	338	
	Kolapore State									† Does not form a part of this division.

SKETCH MAP

of the

RUTNAGHERRY COLLECTORATE

Shewing

the Situation of the

SCHOOLS

SKETCH MAP

of the

TANNA COLLECTORATE.

Showing the Situation of the

SCHOOLS

APPENDIX [F].

MAP OF THE DEKKAN DIVISION, SHOWING THE PRINCIPAL GOVERNMENT SCHOOLS.

APPENDIX [G].

MAP OF THE GUZERAT DIVISION, SHOWING THE PRINCIPAL GOVERNMENT SCHOOLS.

APPENDIX [H].

EXTRACTS FROM THE REPORT BY THE GOVERNMENT EXAMINERS OF THE ELPHINSTONE AND POONA COLLEGES.

(*Dated 24th December* 1857.)

POONA COLLEGE.

4. *Students.*—In the College division of the English department of this institution, to which our labours were restricted, we found that the names of only twenty-one students stood on the roll, eighteen of whom presented themselves for examination. Of these, fourteen were denominated "junior students," and four "senior students."

7. *English Language.*—The oral examination was directed principally to the ascertainment of the progress which the pupils had made in the knowledge of the English language. It was found, both from this examination and the written exercises, that that progress was but of a limited character, and scarcely sufficient to warrant the commencement by the pupils of collegiate studies in this department of instruction.

8. The reading of the students was pretty good, so far as both pronunciation and inflection are concerned. Though their orthography was generally correct, and exhibited a considerable improvement upon that of the preceding year,

there was a manifest deficiency in the knowledge of grammar, especially of parsing, which was accounted for by the professor of English literature (who had but lately entered on his duties in the College) by the circumstance that he had taken it for granted that the students had been sufficiently grounded in this study before entering the College division of the institution. In composition, no great fluency or accuracy was exhibited by the majority of the pupils. It was found, however, that they had such a knowledge of the subjects of their lessons during the year as bore testimony to their own diligence and the carefulness with which they had been instructed in this matter by their teacher. Much time, it was evident, had been devoted to the explanation to the senior class of the play of Shakespear to which their attention had been directed; though it was plain that the English Drama, in its highest relations, is still much beyond the powers of comprehension and appreciation of Dekkan students. It was noticed by the examiners that most of the pupils had been admitted into the College division of the institution after a shorter study of English, in some instances only of four years, than is usual in similar circumstances in Bombay. In judging of their progress this fact has to be kept in mind, as well as the other fact, that there are not the same facilities for the study of English at the out-stations that are to be found at the seat of the Presidency, where that language is used in many public and private offices; where it is to a considerable extent employed by many natives in their social intercourse with one another, where libraries, whetting and satisfying the appetite of native students, abound; and where many opportunities of increasing their stores of knowledge, by lectures, discussions, and conversations, are enjoyed.

9. From the written exercises of the students in the

department of English literature, now under notice, a few selections are made in the appendix* to this report. The papers which called them forth are prefixed to them. In the senior class, they are those of Dorabji Padamji, on Shakespear's Merchant of Venice; of Nowroji Padamjee, on the Duties which Men owe to their Creator; of Balwantrao Vinayak Gangadhar Shastree, the grandson of Gangadhar Shastree, whose melancholy death is recorded in Murathee history, on the Characters of the Chinese, Hindu, and English Civilisation; and of Venkatrao Ramchundra, on Poona under the Peshwa and Poona under the English. Of the junior class, they are those of Bala Nagnath, containing a Biographical Notice of Crabbe; and of Krishna Gokhle, on Poona under the Peshwa and Poona under the English. The characteristics of most of these exercises, which are the best connected with literature which the examination called forth, are meagreness, slovenliness, and inaccuracy both in thought and expression. It requires to be stated that from two to three hours were allowed for the preparation of these exercises.†

10. *History.*—In the portions of history, to which the attention of the students had been directed in the course of the year, a fair proficiency was exhibited.

11. *Political Economy.*—Only two of the students gave in papers to the examiner in political economy. One of them was found worthy of 30 marks out of 50 (the maximum value), but the other only of 15.

12. *Mathematics.*—In mathematics the exercises of the students were all that could be well expected, or desired. They are noticed further on in our report, in comparison

* Not printed.—E. I. H.

† These papers are not thought to be worth printing.—E. I. H.

with those of the Elphinstone Institution in Bombay. The teaching of this department of science at Poona reflects the highest credit on Professor McDougall, the acting principal of the College, by whom it is conducted. The success of the students in connection with it encourages the belief that if they had entered the College division of the institution with an adequate knowledge of English, and if due provision had been made for their subsequent instruction in literature, their attainments in other branches of knowledge would have been far greater than those which were certified by the examination.

13. *Vernacular Studies.*—Of the results of the examination in the Vernacular Department, the following memorandum has been prepared by the gentleman who has specially examined the papers which it produced :*—

14. "Only a small portion of time could be devoted to the examination of the students in the vernacular department, and, consequently, their examination was necessarily confined to the translation of a few passages from English into the vernacular, for which an hour and a half was allowed, and of a few sentences from the vernacular into English, for which two hours were allowed.

15. "The students were directed to write the Murathee exercises in Balbodh character, and not in the running Modi hand, as no distinction is made in the use of long and short vowel marks in writing in the latter; while in the former, the distinction being strictly observed, an opportunity is afforded of ascertaining whether the writers understand the proper use of these marks or not, a knowledge of which is considered essential to a correct knowledge of the Murathee.

* Mr. Narayen Dinnanath.—E. I. H.

16. "All the translations, with one or two exceptions, are written in a clear legible hand. They contain, on the whole, but few errors in spelling; and some of them none at all, which shows a considerable improvement on the reported results of the examination last year, when the papers produced were considered very defective in both these respects.

17. "With regard to the meaning and the exact drift of the English passages, the translations were generally correct in all instances in which the sentences happened to be easy. But, wherever difficult words or passages occurred, the renderings were for the most part incorrect, a defect attributable to a limited knowledge of the English language.

18. "Taking, however, into consideration the small portion of time devoted to the study of the vernacular language, the want of a definite system in the prosecution of that study, and the general indifference shown by native students to the acquisition of a correct knowledge of their vernacular, owing, perhaps, to little or no encouragement being held out to them either within or without the walls of our colleges, the results of their examination in the vernacular branch cannot be viewed as quite unsatisfactory.

19. "On the contrary, there is every reason to hope, from the students in general speaking the Murathee language with purity, that if sufficient time and attention were devoted to the study of that language, a definite system were observed in the prosecution of this important study, and a fair encouragement held out to those that might distinguish themselves in it, very flattering results might fairly be anticipated from the prosecution of their studies in this department.*

* The suggested improvements have been introduced. In the award of scholarships, proficiency in the vernacular is insisted on.—E. I. H.

20. "With regard to the translations of the vernacular passages into English, produced by the students, it may be observed that almost all of them are written in a bad unsettled hand. They appear, however, to have been carefully written, and are, with but a very few exceptions, remarkably free from bad spelling, a failing which was observed to be very general at the last annual examination, and which brought down a severe reprimand on the whole body of the students. Some of the exercises are almost wholly free from gross grammatical errors; and the renderings also are pretty accurate. Others, however, contain so many grammatical errors, and are so defective in their renderings, as to call forth the remark that a due degree of attention could not have been paid by the students to the study of English composition, and particularly of the principles of the grammar of the English language."

21. To these observations, we would add, that the study of the vernacular languages is too little regarded by the natives throughout the country, though it obviously lies at the foundation of all educational improvements. Among the Brahmins of Poona, who were accustomed to pride themselves on their knowledge of Sanskrit, the study of the popular tongues was for long almost altogether despised. For the degree of progress which has been actually made in the Poona College in vernacular literature, that institution is greatly indebted to its late principal, Major Thomas Candy, whose able and zealous endeavours in this department of his labours were continued without intermission for many years.

22. *Sanskrit.*—We were glad to find that the teaching of Sanskrit had, in a small degree, been introduced into the English department of the College. The instruction

in this ancient language, the culture of which has so much to do with the improvement of the Indian vernaculars, we observed to be founded on the use of two simple manuals of grammatical paradigms with corresponding exercises. The pupils showed a satisfactory acquaintance with what they had gone over in these manuals; but it is to be regretted that the grammatical paradigms and illustrations in them are far from being complete. A regular and systematic expansion of them for educational purposes is a great desideratum. Were they as comprehensive as they might be, the teaching of Sanskrit through their instrumentality would be more natural and effective than it is even in the cases in which the complicated rules of its grammar are taught with the utmost particularity.*

23. We now pass on to the principal Government educational institution at the Presidency, reserving any general remarks which we may be disposed to make to the close of the report.

ELPHINSTONE COLLEGE, BOMBAY.

25. *Number of Students.*—Of first-year students, 16 presented themselves for examination; of second, 13; and of third, 8. The total number of pupils at the College, exclusive of those in the class for general jurisprudence, we found to be 39.

27. *English Literature.*—The classes for English literature showed that a considerable improvement had taken place during the past year. The following notice of them is by the member of our Board who took the lead in their examination:—

"A rigid oral examination in reading and grammar, the

* This suggestion will be attended to.—E. I. H.

propriety of which had been specially suggested by the disappointment experienced with the corresponding classes at Poona, was very satisfactory. It was evident that the pupils have been systematically, and to a very considerable extent successfully, instructed in pronunciation, orthography, and parsing, and that, generally speaking, they have laid such a foundation in these respects as qualifies them for the intelligent use of the body of English literature, and for profiting by prelections and expositions in the English tongue. It was found, however, that they were more sensible of the slips in grammar which English writers occasionally make *per incuriam*, than of the blunders into which the natives of India are prone to fall when using the tongue. This was apparent both from their *vivâ voce* trials and written exercises, some of which were prepared with the express design of testing them in this matter. This fact it may be well for the professors to keep in view. It is to a considerable extent explicable by a reference to the difference of English and Indian idiom, to which it is desirable habitually to draw attention in the process of tuition.

28. "The selections from the written exercises of the students given in the appendix* will show the degree of accuracy and care to which they have attained in English composition. Though we consider that the exercises which have passed before our notice have a creditable character, when received with reference to what may legitimately be expected from Indian students, we have noticed the fact that there is an amount of baldness and stiffness about them which shows that their authors have made as yet but small progress in the appreciation of the amenities and

* Not considered worth printing.—E. I. H.

beauties of English literature. A greater diversity in the subjects of the readings of the students, both in matter and authorship, is desirable for the increase of their information and the cultivation of their taste.

29. "As far as English composition is concerned, the gradation of the different classes is not of a marked character. Whether this may be owing to the circumstance that the pupils are now entering the College with greater preparation than was lately exhibited, or to the fact that the system of tuition pursued in the College does not contribute much to continued improvement in English composition, it is not for us, with our limited means of judging, to express an opinion."

30. *History.*—"The result of the examination in history," writes the member of our Board who took the lead in that department of our labours, "is favourable. It exhibits as correct an apprehension of the facts recorded in the text-books as can be expected. The replies to the questions proposed are well expressed; and they contain very few errors in spelling, and few in grammar. There certainly is considerable improvement since last year. I cannot doubt that the strictures on the replies of last year have had very good effect. I have obtained the last year's papers, and the comparison confirms this observation.

31. "It is to be remembered that these favourable remarks are made in relation to the lower standard of expectation which last year's examination showed to be appropriate."

32. *Logic.*—"I am disappointed," writes the same member of our Board, "by the result of the examination in logic. The examiner of the Elphinstone College last year reported, 'Whately's Logic and Mill's Political Eco-

nomy they had at their tongues' ends, and if they had them nowhere else it is not their fault.' The examiner of the Poona College wrote, 'Logic was the favourite subject with this (the junior class), and the majority of them passed a very creditable examination.' I expected therefore at least to find the students well acquainted with the formal expression and illustration of the rules. They were, however, very deficient.

33. "Thirteen out of the sixteen students selected the third question in the first section. Any one conscious of inability to answer it correctly had the choice of one of two other easy questions in lieu. The question, certainly an easy one, was as follows :—

34. "'Exemplify the necessity for one of the terms being distributed in one of the premises of a syllogism.'

35. "The best answer was by Pestonji Sorabji; it is given in the appendix.* Six others either explained or exemplified the necessity. Of the remaining six, one gives the following as an instance of the middle term undistributed in both premises :—

'Darkness is opposite to Light,
Feathers are Light,
∴ Feathers are opposed to Darkness.'

"This syllogism is used in the text-book as a gross illustration of the fallacy of an equivocal middle term. This confusion of nondistribution and equivocation is inexcusable in a student of logic.

36. "Four others did little more to exemplify the necessity than re-assert it in other terms. The worst begins as follows :—

* Not printed.—E. I. H.

"'Let us take an example in which all terms in the premises are not distributed :—

'Every x is not y,
Every z is not x,
Every z is not y.

"'In this example we see that x is the middle term of the syllogism, and it is distributed twice,' &c. The rest is as confused and contradictory as the commencement.

37. "The foregoing represents the answers to the easiest question selected by the majority. Of the more difficult questions, four students selected the following :—

"'It is stated in your text-book that what is expressed by a common term is merely an incomplete notion of an individual. Is this a perfectly accurate statement? Examine the statement, and state in syllogistic form the reason why the notion of an individual expressed by a common term must necessarily be an incomplete notion.'

"The statement in the text-book is inaccurate in respect of the word 'merely.' Although I should have attributed a high value to the detection of the inaccuracy, I do not infer much deficiency from the non-detection. However, one did not notice that part of the question; three replied that it is perfectly accurate; and not one attempted to give the reply to the latter part of the question in syllogistic form.

38. "Four selected the following question :—

"'State the following argument syllogistically, and examine the truth of the premises. Logic is the art of reasoning: Men can reason very well who have never learned logic: Therefore, Logic is of no utility.' Not one stated the argument in proper syllogistic form. Three did

not attempt to examine the truth of the premises. The fourth asserted, 'There is no truth of the premises.' Three, however, indicated the fallacy that the premises assert only of *some men* the power to reason very well without learning logic, whilst the conclusion denies, in relation to *all men*, the utility of logic. Pestonjee Sorabjee, who was the best in logic and second best in history, selected the last of the extra questions. His reply is given in full in the appendix.

39. "Six students did not attempt to answer any of the extra questions.

40. "There is one characteristic fault in a large portion of these papers; to which I especially desire to draw attention, because it seems to me to be a fault for the remedy of which the teachers are in great measure responsible. I mean the wilful inaccuracy which ignores the precise terms of the question. The students may be effectually taught that, if they be desired to do a particular thing, they are either to do it or not to do it according to their ability; but that they ought not to attempt to make a show of reply in some other way.

41. "The beginning and end of logic is accuracy; and although accuracy is in great measure a moral quality which can no more be ensured by means of instruction than any other virtue, yet its character may be so effectually explained that the student shall not hope favourably to exhibit his attainments in logic by aid of misrepresentation."

42. *Mental Philosophy.*—"The study of mental philosophy," another member of our Board reports, "is part of the occupation of the pupils of the second year, the principal text-books used being Locke on the Human Under-

standing, on which the examination was principally made to turn, and Cousin's Psychology, two chapters of which had been studied. The textual lessons in this class appeared to be well impressed on the minds of the students; while evidence was not wanting that the doctrines of the English metaphysician had been compared, as the business of the class had proceeded, with those of his later critics of other schools. In this supplementing of the text-book, partial compensation had been made for the fragmentary view of 'mental philosophy' afforded by the class readings, considered simply by themselves. For giving a complete outline of this important science to Indian students, the preparation of a course of lectures of a comprehensive character is a desideratum, for, though, as a discipline, the special study of a few select specimens of our metaphysical writings is desirable and advantageous, the exigencies of the country and the past history of its own schools of philosophy evince the need of a full course of study of the science of mind.

43. *Moral Philosophy.*—"A similar observation may be made, and that with greater emphasis, on the teaching in India of moral philosophy, and particularly of that branch of it which may be denominated the Philosophy of Ethics. A full course of study in this department is, with other agencies, much wanted, with a view to the improvement of the moral state of native society. In the Elphinstone College, the systematic instruction in this science is limited to the third-year students. Butler's Analogy, part first; his Three Sermons on Human Nature; and his Dissertation on the Nature of Virtue, form the readings selected. They are among the best to be found; and it is but justice, both to the learned professor in this department and to his students,

to say that they have been gone over in a manner highly satisfactory, and with verbal expositions of an instructive and impressive character.

44. "Specimens of the exercises of the students, in both mental and moral philosophy, are given in the appendix.* They have the character of plain good sense, and evince a modest and becoming spirit."

45. *Political Economy.*—We have been disappointed with the results of the examination in political economy. The following report on this branch of study is made by the member of our Board who took the lead in the examination connected with it.

46. "I did not look for much beyond ability to state the theses and arguments offered by Mill; but, on the other hand, I did expect that third-year students, who had gone through a course of political economy in each year, would have understood the meaning of a plain question, whether they could answer it or not. Out of the eight students who form the third-year class, some did not attempt to answer the following question. From that circumstance I do not infer notable deficiency, although the question is one stated and answered in their text-book. But four did answer it.

47. "The question and the four answers were as follows:—

"'If coinages in several metals be all legal tenders, what circumstance determines the question of which metal is the real standard?' This question ought at least to be intelligible after three years of study of political economy. The best reply was by Muralidhar Girdhar, as follows:—

"'The circumstance that a particular metal is more

* Not printed.—E. I. H.

valuable as coin than as bullion determines its being used as the real standard. For that which is comparatively less valuable as coin may be melted down and proportionally more money be obtained for it as bullion than were it paid as coin.'

"This reply is quite right. It is not given in the words of the text-book, and is, I think, the result of a genuine comprehension of the question.

48. "One of the other replies was:—

"'If coinage in several metals be all legal tender, then the metal whose value will remain at the proportion fixed by Government will be the real standard, making allowance for the coinage.' This is simply nonsense. The writer had not understood the question.

49. "Another reply was:—

"'In countries where all the metals are legal tender, the most valuable metal is reckoned as the real standard; but in countries where two metals are allowed as legal standard, as, for instance, in England, the difficulty is sometimes,'—and here the writer stopped, whether for want of time or because he felt he was writing nonsense, I cannot tell.

50. "The last was:—

"'If coinages in several metals be all legal standards, they are generally for small payments except one, and that which is a standard for all payments is the real standard.'"

70. The reports on Chemistry and Botany furnished by the member of our Board who principally conducted the examination in these departments are as follows:—

72. *Chemistry.*—"The classes examined were those of the first and second year, containing, the first 16, and the second 15 students, or 31 in all, of whom 29 were present at the examination. They had all attended the same

course during the past year; and the second-year students had attended a similar course in the preceding year. The examination was confined to chemical physics and the chemistry of the non-metallic elements. The questions were purposely made somewhat more comprehensive than usual, so as to give the best informed students a wider range for the exhibition of their attainments, and thus to permit of a more accurate estimate being formed of their relative merits; a corresponding allowance was made when assigning the absolute values to the answers. Both these classes were subjected to a precisely similar examination.

73. "Generally speaking, a fair knowledge of the subject was displayed by both classes; but I hardly thought that the answers of the second-year class were so much superior to those of the first year as might have been expected from the increased amount of instruction the students of that class had received. Of the first-year class, three failed almost entirely; if these are deducted, the average number of marks obtained by the remainder was 43 per cent., the average of those of the second-year class being 44 per cent. Many of the answers indicated a very creditable amount of industry in the accumulation of facts; but I am bound to say that, in many cases, the connection of those facts one with another was very imperfectly understood. To illustrate my meaning. The following series of questions was put to a number of students in succession: 'The temperature at which water boils?' 'The influence of pressure thereupon?' 'The source of power in the steam-engine?' These would be correctly answered. 'Then what will be the temperature of the water in the steam-engine boiler?' '212°' was the immediate reply of the greater number of those to whom the question was put.

74. "This kind of defect has been the subject of frequent complaint before; there appears to be a difficulty in transferring to the domain of physical phænomena the strict reasoning and logical sequence of geometry or of formal logic. I am certainly not inclined to attribute this to any inherent defect in the native mind; the general acuteness and intellectual activity of the students forbid the supposition. An ample cause for the deficiency may, I think, be found in the peculiar circumstances under which their years of study are passed. Naturally indisposed to much bodily exertion or active sport, the young man finds himself but too frequently, just as his mental powers are ripening and his habits of observation should be developed, burdened with family responsibilities, and immersed in all the cares and occupations of manhood. The natural gaiety and activity, if such there be, are at once checked and sobered. The quick eye and manual tact, the perception of the relations of size, weight, distance, and velocity, gained by the out-of-door exercises, in which so much of the boyhood of a European is spent, they have no opportunity of acquiring. The English boy picks up almost necessarily in his very games the latent germs of physical philosophy; and when, in due season, the proper direction is given to his thoughts, his mind readily seizes upon, and applies to the theories unfolded to it, the facts with which he is so familiar. He then finds, though he may have been unaware of it before, how he has been learning, from the card and penny and the hammer, what are inertia and momentum; the centre of gravity from his rocking-horse and his stilts; the composition and resolution of forces from his kite and his marbles; tangential force from his sling and pebble.

He has gained a practical knowledge of the course of projectiles from his cricket-ball, and of the isochronism of the pendulum from his swing; of the existence of a centre of percussion from his cricket-bat; of specific gravity from his attempts to swim; of the power of steam from the rise and fall of the tea-kettle lid; and, in a hundred other ways, of those simple practical applications of material forces, the explanation of which renders physical illustration so easy to the teacher and so engaging to the pupil. In how many a young English mind has not the love of scientific pursuits been awakened by the delightful little book of Dr. Paris, 'Philosophy in Sport made Science' in Earnest!' Here such a book would probably fail to please, and therefore to profit. The 'sport' in which the 'philosophy' is found so unknown and unloved.

76. *Botany.*—"Eight third-year students presented themselves for examination in botany; they had all been studying it during the past session only. The examination was conducted in a similar manner to that in chemistry, and was confined to structural and physiological botany, and the principles of classification.

77. "In the *vivâ voce* examination the students acquitted themselves very creditably, and showed, by the extent of their information, that they had been industrious in studying the subject. I was, however, after this, in some degree disappointed with the written answers. Five printed questions were given. Of these, three were capable of being answered simply from recollection of the text-book or of the lectures; while the other two questions required, in addition, the exercise of the descriptive faculties. The answers to the first three, when given, were for the most

part tolerably correct; those of the latter two were, almost without exception, indifferent. It was evident that the objects described were not clearly presented to the mind of the writer, and the description in most instances resembled a patchwork of fragments taken here and there from the text-book, rather than a picture drawn from a real vivid impression of the object. I should be inclined to think that a more frequent exercise in objective description would be productive of benefit.

78. "A few instances also occurred of a practice formerly alluded to, of answering, not the question asked, but another somewhat related to it. It should be distinctly understood by all students that such answers can obtain no marks whatever, and that indeed this is a species of *finesse* which gives the examiner rather an unpleasing impression than otherwise of the student who adopts it.

79. "With reference to the results of last year's examination, I should say that, in chemistry, the second-year class was much on a par with that of last year. The first-year class struck me as better prepared than the similar class of last year. I was gratified to notice the entire absence of the practice commented on in last year's reports, of quoting from memory the exact words of the text-book; the answers appeared to be original throughout. With regard to the senior class, as botany and geology are studied only in alternate years, the comparison cannot be so easily instituted. Botany is a more limited subject than geology, so that greater proficiency might be expected in it than in the latter; therefore, instead of making a direct comparison, I would merely refer to what I have said above."

80. "I would only further notice that, in each of the above classes, the student at the top of the class gave the

best answers in all the subjects of examination; viz. in botany, Ramkrishna Gopal, of the third-year class; in chemistry, Bala Mungesh, of the second-year class, and Ardaseer Pestonji, of the first-year class."

81. A copy of the written questions is given in the appendix to this report.

82. *Vernacular.*—The member of our Board who took the lead in the examination of the vernacular department has furnished us with the following notes:—

83. "Two hours were allowed on one day to the three classes of the College for translating vernacular passages into English, and two hours on another day for rendering English passages into vernacular. The exercises prescribed to these classes appear in the appendix.

84. "The students were directed to write their Murathee exercises in the Balbodh character, for reasons set forth in the report on the Poona College examinations. Some of their translations are written in a good legible hand, and show that the writers have paid a good deal of attention to the improvement of their handwriting; but there are others, again, particularly in Gujerathee, which are written not only in a bad hand, but also so carelessly as to be almost illegible in several places.

85. "Almost all the translations, with a few creditable exceptions, which are to be found both in the Murathee and Gujerathee exercises, contain a good many mistakes in spelling and grammar. But this is not to be wondered at, considering the comparative impurity of the Murathee language as spoken by the generality of the inhabitants of Bombay and its neighbourhood, and of the Gujerathee as spoken by the Parsees, who form the majority of the students, the limited time and attention devoted to the

study of those languages, and the other circumstances alluded to in the report on the Poona College, the remarks on which are equally applicable to the Bombay students. However, the productions now under report, both of the Hindu and Parsee students, go a great way to show that, by study and attention, they may equal, in this branch of study, some of the best students in the Poona College. Measures, therefore, should be adopted to enforce a greater degree of attention, and to devote a larger portion of the time of the students to this important and hitherto much neglected branch of their study, not only in the vernacular and English schools, but also in the College.*

86. "The renderings of the ordinary passages are in general correct; and even those of some of the most difficult of them, which I am now almost satisfied I ought not to have given to them at all, are accurate, showing, at least, that the writers possess a sufficient knowledge of the principles of the grammar and the construction of the English language to make out the true meaning and the exact drift of the abstruse passages laid before them, though some of them failed to put them into the most appropriate and idiomatical vernacular sentences.

87. "Most of the exercises from vernacular into English are carefully written, in a fair and legible, though not perhaps the most approved hand. There is a remarkably small number of mistakes observable in spelling and grammar in most of the papers; and the renderings may be said to be generally accurate, considering the great difficulties the natives have to encounter in mastering the English language.

* There is no professor of any vernacular language in the College.—E. I. H.

88. "I am, however, far from being of opinion that the students have given that amount of time and attention to the study of the grammar and to the acquisition of the knowledge of the English language, and particularly to the writing of exercises from English into vernacular and *vice versâ*, which they ought to have devoted to this useful and important branch of study; and measures, therefore, ought to be taken to remedy this defect."

89. The examiners would unitedly join in this important recommendation.

The vernacular language of one of the students was found to be the Portuguese, of which he evinced a respectable knowledge.

90. *General Jurisprudence.*—The class for general jurisprudence, taught by the Perry Professor, has been thus reported on by a member of our Board:—"It was examined only through the medium of written questions. Those questions were framed in the view of an abstract of a course of lectures delivered during the year by Dr. Reid, and which appeared to the examiners to be both of a comprehensive and practical character, embracing much matter with which it is of much importance the natives of India receiving a liberal education should be acquainted. The class, it was explained by the professor, consisted, on the 1st February 1857, of 24 students; but four of these had ceased to attend in the course of the session. Of the others, 16 presented themselves for examination. The exercises of a fair proportion of them proved to be of a respectable character, showing a commendable acquaintance with the legal questions to which they referred, and giving sufficient indication that the students have from time to time been encouraged to express their knowledge in their own words.

The faults and defects of the inferior exercises are palpable enough; but this may be sufficiently accounted for by the irregular attendance of their authors, the injury accruing from which could not be remedied by the zeal and ability of any teacher."

95. *General Remarks.*—We were favourably impressed with the general demeanour and bearing of the students of both colleges, so far as they passed under our notice. We did not observe in them any excess of self-confidence, pertness, or rudeness. They seemed generally to have acquired habits of attention and application to the business before them. We cannot doubt that the strictures made upon their appearances and exercises last year have had a beneficial effect; though it is possible that individuals of them may, in consequence of these strictures, have allowed themselves to feel somewhat discouraged in the further prosecution of their studies.

96. Our expectancy of proficiency and our standard of judgment were regulated by the experience of last year. In stating the actual results of our examination, we have not thought it necessary to repeat matters of principle which were then fully noticed and illustrated. Our reports this year are expanded where last year they were contracted, and *vice versâ*.

97. The difficulty of getting at present an adequate constituency for our Indian colleges has been strongly impressed on the minds of some of our number. The attendance at both the institutions which we examined we found to be but limited, notwithstanding the encouragements presented by an abundance of scholarships, and the appointment of a sufficient staff of able professors. We fear that the idea of investing money in the liberal educa-

tion of a son, for professional or other purposes, has as yet been entertained but by few parents in the west of India, even of the highest rank in native society. The general custom, even amongst those from whom better things might be expected, is a premature withdrawal of youth from study. Mental and moral culture are seldom indeed desired, or sought, in the midst of us on their own account; and they are too little regarded, on appointment to office and employment, both by members of the general community and the officials of Government. An extension of primary instruction throughout the country seems a great desideratum. Were elementary education more general than it is in India, the number of persons capable of higher education would be greatly increased, while among not a few of them, under right arrangements, that higher education might begin to be duly appreciated.

We have the honour to be,

Sir,

Your obedient humble Servants,

JOHN WILSON, D.D.,
W. F. MARRIOTT,
MAXWELL MELVILL,
ROBERT HAINES, M.B.

Bombay, 24th December 1857.

APPENDIX [I].

ELPHINSTONE AND POONA COLLEGES.

EXAMINATION QUESTIONS, 1857.

ENGLISH LITERATURE.

GRAMMAR AND MEANING.

1. Correct the following pieces of composition :—

(1.) *Letter from a Student to his European Patron.*

"HONOURED SIR,—I came at Bombay in the fourtheen day of present month, and met to my friend Gopál at the bazar nearest than the Elphinstone Institution. O Ráma, he cried, neither you or I have seen either one since long time. What a hapy rejions this is! I asked Gopál to take me near the house of Vishnu Pant; and he had done this very soon; for that house was not far from near the School. When Vishnu saw me, he says, "Now stay at me; I will give you a lodjings and more eating and drinking as you can take for four rupees a month. So I dissented to this very instant, and came that night to stay with him, thither I am now living. And, so, honoured Sir, you shall see that what you give me for an expense is not sufficient for me. And, so I beg you to allowance me six rupees per a month, that I may from near it pay to

Govind and find my books from Atmaram's shop, and pay my washman."

"You had asked me to give you the account of this town; but I have found not yet a time to see it some. When I have it seen, I am to write it to you; and then you should be understanded what it is. Until to-day I have not seen Captain Wilkinson; but tomorrow I shall search his tent; and I find then I shall him give to your letter."

(2.) *Letter from a Student to his Father.*

"HONNORED SIR,—After entreeting you to do acceptible my duties for mothir and loves for sister, I embrase oportunity to let you know how hapily I have setled into family of worthy doctor. This good gentleman and his ammiable wife do every things into their hand for making my life aggreeable during the intervels of my attendence for public lectures. doctor bigan to teech to me anattony and I hope soon to be able to do some proggress into that useful sience.

"I endeavoured to be as best ecconnomist as posible but at present I obliged to purchase several books.

"I have the honour to be your affectionately son,

"R. P."

(3.) *Letter from the Father in reply to the preceding.*

"SIR,—I am received your letter and have greatly pleased of hearing the proggress you do into your studies as well as your aggreeable setuation. I know the doctor is worthy man, and if your biheviour continue consistant to duties of morallity, you may be assure for his treeting to you by same tenderness as if you had been his own son.

"As to affair you mention concerning books the inclosed order shall convinse to you that nothing from my part will be wanting for furnesh my to you with every things necessary as I am assure from whole of your former conduct that you shall not require any thing bordering to superfluity.

"Yours faithfully,

"P. R."

2. What are the plurals of the following nouns, derived from the Greek and Latin?

Chrysalis,	Appendix,	Vortex,	Formula,
Emphasis,	Nebula,	Hypothesis,	Criterion.

3. Illustrate the correct use of *shall* and *will* in the three persons, singular and plural, in affirmative and interrogative sentences, and in the subjunctive mood.

4. Name the figures of speech (of etymology, syntax, and rhetoric), and give an example of each of them in composition referring to India or Indian life.

PROSE.

1. Give paraphrases in prose of the following pieces:—

(1.) "As some fair female, unadorn'd and plain,
Secure to please while youth confirms her reign,
Slights every borrow'd charm that dress supplies,
Nor shares with art the triumph of her eyes;
But when those charms are pass'd, for charms are frail,
When time advances, and when lovers fail,

She then shines forth, solicitous to bless,
In all the glaring impotence of dress:
Thus fares the land, by luxury betray'd,
In Nature's simplest charms at first array'd;
But verging to decline, its splendours rise,
Its vistas strike, its palaces surprise;
While, scourged by famine, from the smiling land,
The mournful peasant leads his humble band;
And while he sinks, without one arm to save,
The country blooms—a garden and a grave."

(2.) "Upon thy mother's knee, a new-born child,
We saw thee weep, when all around thee smiled.
So live that, sinking to thy last long sleep,
Smiles may be thine while all around thee weep."

2. Explain the allusions in the following pieces:—

(1.) "Here godlike Socrates and Plato shone,
And, firm to truth, eternal honours won.
The first in Virtue's cause his life resign'd,
By Heaven pronounced the wisest of mankind;
The last foretold the spark of vital fire,
The soul's fine essence, never could expire.
Here Solon dwelt, the philosophic sage,
That fled Pisistratus' vindictive rage;
Just Aristides here maintain'd the cause,
Whose sacred precepts shine through Solon's laws."

(2.) "Remember that Pellean conqueror,
A youth, how all the beauties of the East
He slightly view'd, and slightly overpass'd;
How he, surnamed of Africa, dismiss'd
In his prime youth the fair Iberian maid."

(3.) "Here the first Brutus stood, when o'er the corse
Of her so chaste all mourn'd, and from his cloud
Burst like a god. Here, holding up the knife
That ran with blood—the blood of his own child—
Virginius call'd down vengeance."

(4.) . . . . . "Some mock'd
Death and escaped; the Egyptian, when her asp
Came from his covert under the green leaf;
And Hannibal himself; and she who said,
Taking the fatal cup between her hands,
'Tell him, I would it had come yesterday,
For then it had not been his nuptial gift!'"

GOLDSMITH'S "CITIZEN OF THE WORLD."

1. Give some account of the life and writings of Oliver Goldsmith. Mention any of his literary contemporaries whose names occur to you, and state to what departments of literature their works belong.
2. "By every remove I only drag a greater length of chain." "Citizen of the World," Let. III.—Can you quote any passage from Goldsmith's Poems in which he reproduces this image?
3. To what does Goldsmith ascribe the fact that the English enjoy greater civil liberty than any other people? and by what change in the constitution, as at present existing, does he consider that their privileges would be abridged?
4. Explain the following words:—

Epic,	Ode,	Ballad,	Satire,
Lampoon,	Elegy,	Metaphor,	Simile.

5. Distinguish between *rythm* and *rhyme*. What do you mean by blank verse? Does it appear to you to be more or less adapted to dramatic poetry than the rhyming decasyllabic metre of the French Drama? Give the reasons of your opinion.
6. Parse the following passage, explaining the words in italics :—"Montesquieu is an author who frequently appears *profound*, when he is only *paradoxical*, and seems to have studied with great success the art of hiding a *desultory* and *fantastical* style of reasoning in imposing *aphorisms* and *epigrams* of considerable effect."
7. Correct any error you may discover in the grammar, spelling, or punctuation of the following sentences :—

(1.) I hope it is not me who he is displeased with.

(2.) I alow that you are richer than either him or me but I deny that you are happyer.

(3.) The tiger has killed another man which is the sixth, which have lost their lives, in the same village as me.

(4.) I told my servant that as I have been working all day, and was tired; I would lay down a little, but I orderred him that he should call me immediately, if any one shall want me.

Essays.

Write an essay on either of the following subjects :—

1. The Characters of the Chinese, Hindu, and English Civilisation.
2. The Social Intercourse of the Natives of India with Europeans.
3. The Seasons in India.

4. Puná under the Peshwa and Puná under the English.
5. The Application of European Skill to Public Works in India.
6. The Daily Life of a Bombay or Puná Student.
7. The Duties which Men owe to their Creator.
8. Your Present Studies (in the form of a letter).

FIRST AND SECOND-YEAR STUDENTS.

Chemistry.

1. Explain what is meant by latent heat. By whom was the fact of the existence of heat in this state first established? Mention and illustrate by explanation some prominent and familiar scientific applications of the doctrine of latent heat.

2. Describe the mode of producing ice in the North-West Provinces. Follow and explain the changes which occur until the entire water has been converted into solid ice. Upon what principles does the economic storage of ice depend, and how are they best carried out?

3. State the chemical nature, physical and optical properties, and crystalline form or forms of the diamond; its applications in the arts; what you know of its natural origin and of its artificial formation; and, with reference to other forms and conditions of the same substance, state what remarkable property of crystalline bodies is thereby exhibited, and illustrate the same by other examples.

4. Describe the changes which occur in a single cell of Grove's battery, both when contact is made between the electrodes, and when broken; the effect which the increase

of the number of cells produces upon—1*st*, the action in each cell; and, 2*nd*, the capacity of the battery to produce certain results. What are the points to be attended to, in order to obtain the maximum effect from any form of battery?

5. Describe the mode of producing liquid hydrochloric acid, and mention some of the uses to which the solid residuum is applied in the arts.

THIRD AND FOURTH-YEAR STUDENTS.

Botany.

1. Describe the appearances observed in the transverse section of the stem of the following plants:—a mushroom, a fern, a cocoanut-tree, a peepul in the first year of its growth, and the same in its tenth year, commencing with the centre; noticing, in each case, first, the general aspect of the section as an observant but unscientific person would describe it, and, secondly, the structures which form the components of each part of the section.

2. Contrast the general phenomena which attend the life of plants and animals.

3. Describe the normal structure and arrangement of a single complete reproductive apparatus of a bisexual dicotyledonous plant, commencing from the point on the axis to which the apparatus is attached.

4. Give the meaning of the following botanical terms:—*diadelphous, syngeneseous, monœceous, peltate, acuminate, retuse, axil, rhizome, palea, sporangium, dehiscence, umbel.*

5. State the principal divisions of flowering plants on the system of Decandolle, and give two examples of each.

FIRST-YEAR STUDENTS.

History.

The English in India (Murray).

N.B.—Only one question in each section is to be answered by each student.

The questions are arranged in the order of increasing difficulty or importance; greater value therefore, *cæteris paribus*, will be given to the replies to No. 3 than No. 2, and so on.

Three hours will be allowed for the reply to this paper.

I.

1. Narrate briefly the circumstances of the first intercourse of the English with India, and of their first territorial acquisitions.
2. Narrate the circumstances which led to the overthrow of the French power in India.
3. Narrate the most remarkable incidents connected with the British conquest of Bengal.

II.

1. Describe the origin and conduct of the war with Mysore.
2. Relate the circumstances of the siege of Seringapatam and its results.
3. Narrate the principal exploits of Clive, Sir Eyre Coote, and General Wellesley in India.

SECOND-YEAR STUDENTS.

History.

Reign of Elizabeth (Hume).

N.B.—Only one question in each section is to be answered by each student.

The questions in each section are arranged in the order of increasing difficulty or importance; greater value will therefore be given to No. 3 than to No. 2, and so on, supposing equal completeness and accuracy in the several replies.

The questions noted as 'Extra' are those to which replies are not directly furnished in the students' text-book; greater value will therefore be given, *cæteris paribus*, to the replies to the extra questions.

Three hours are allowed for the reply to this paper.

I.

1. Relate the personal history of Elizabeth before she was called to the throne.
2. What proposals of marriage were made to Elizabeth in the course of her reign?
3. Name several of the most distinguished Englishmen of the reign of Elizabeth, and describe their characters briefly.

II.

1. What was the League, so prominently noticed in this History?
2. What were the circumstances under which the claim to the possession of Calais was finally lost by the English?
3. Who was the Prince of Orange? and what were the circumstances which placed him at war with the King of Spain?

III.

1. What were the general relations of England with foreign countries, in respect of peace and war, during Elizabeth's reign?
2. Relate the transactions with France and with the Netherlands.
3. Relate the transactions with Ireland.
4. Relate the transactions with Mary Queen of Scots.
5. Relate the transactions with Spain.

IV.

1. Relate the several conspiracies against Elizabeth.
2. Give an account of any special protests made by members of Elizabeth's Parliaments in favour of constitutional liberty, and of how they were received by the Parliaments and the Queen; and explain the phrase "constitutional liberty."
3. Name the events of Elizabeth's reign which have most deeply impressed you, either by their intrinsic interest or by the importance of their consequences; and explain fully the reasons for which you ascribe to them predominant interest or importance.—[*Extra.*]
4. Compare the social, religious, and political state of England at the accession and death of Elizabeth respectively.—[*Extra.*]

THIRD-YEAR STUDENTS.

History.

Mignet's History of the French Revolution to the Close of the Legislative Assembly.

N.B.—Only one question in each section is to be answered by each student.

The questions in each section are arranged in the order of increasing difficulty; greater value will therefore be given to No. 3 than to No. 2, and so on, supposing equal completeness and accuracy in the several replies.

The questions marked 'Extra' are those to which replies are not directly furnished in the students' text-book; greater value, *cæteris paribus*, will therefore be given to the replies to the extra questions.

Three hours are allowed for the reply to this paper.

I.

1. Describe the personal characters of Louis XIV., XV., and XVI.
2. Who were the principal Ministers under Louis XVI. prior to the revolution? Give an account of them and of their several lines of policy.
3. Describe the general state of public opinion and society in France at the time of the accession of Louis XVI.

II.

1. What were the States General?
2. What led to the assembling of the States General?
3. What were the first disputes at the opening of the Assembly of the States General?

III.

1. Narrate the circumstances of the king's attempt to escape from France.

2. Narrate the circumstances of the attack on the Tuilleries when the Swiss Guard was cut to pieces.

3. Narrate the circumstances of the first popular insurrection.

IV.

1. What were the distinctive political characters of the Royalists,
   Constitutionalists,
   Girondists, and
   Jacobins ?

2. Give a brief account of Marie Antoinette.
   Mirabeau.
   Necker.
   Lafayette.
   Danton.

3. State the period of time that elapsed between the assembly of the States General and the massacre of the 2nd September; and recapitulate the most prominent events which seem to mark the advance of the Revolution within that period.

V.

1. Mignet speaks of the French people at the period of the dissolution of the Legislative Assembly as "an immense population which had freed itself by means of its civilisation and intelligence." State any reflections on the nature of the Revolution, and of the means by which it was accomplished, which may occur to you as confirming, modifying, or contradicting this statement.—[*Extra.*]

2. What were the characteristics of the leaders of the Revolution?—[*Extra.*]
3. What do you suppose to have been the effects of the French Revolution on the general state of society in Europe?—[*Extra.*]

FIRST-YEAR STUDENTS.

LOGIC.

Whateley's Easy Lessons, Parts I. and II.

N.B.—Only one question in each section is to be answered by each student.

The questions in each section are arranged in the order of increasing difficulty; greater value will therefore be given to No. 3 than to No. 2, and so on, supposing equal completeness and accuracy in the several replies.

The questions noted as 'Extra' are those to which replies are not directly furnished in the students' text-book; greater value, *cæteris paribus*, will therefore be given to the replies to the extra questions.

Three hours are allowed for the reply to this paper.

I.

1. Define universal and particular propositions.
2. Define concrete-common-terms and abstract-common-terms.
3. Exemplify the necessity for one of the terms being distributed in one of the premises of a syllogism.

II.

1. Define and exemplify the conversion of a proposition.
2. Define an illative conversion, and explain and exemplify the statement that a conversion which

is not illative is not a real conversion, but only an apparent conversion.

3. Distinguish the several propositions and their respective subjects and predicates in the following passage:—

"And it is undeniable that no new truth in one sense of the word (and that perhaps the strictest sense) can ever be established by reasoning alone which only unfolds, as it were, and developes what was, in a manner, wrapped up and implied in our previous knowledge."—[*Extra.*]

III.

1. Construct a scheme of opposition, and describe A E I and O on the terms of the proposition, that "a little knowledge is a dangerous thing."
2. What terms can be distributed in A E I O respectively?
3. Exemplify the capabilities of the several kinds of opposed propositions being true or false.

IV.

1. Define the several syllogistic figures.
2. Construct a syllogism with a negative conclusion in the 4th figure.
3. Is it correct to say that the 4th figure is superfluous?—[*Extra.*]

V.

1. State the following passage syllogistically:—

"If any one speak contemptuously of 'over-exactness' in fixing the precise sense in which some term is used—of attending to minute and subtle distinctions, &c., we may reply that these *minute* distinctions are exactly those which call for care-

ful attention; since it is only through the neglect of these that fallacies ever escape detection."

2. What are the limits of Logic as a test of the truth of conclusions?

3. How can Logic be said to direct the mind in reasoning?—[*Extra.*]

VI.

1. It is stated in your text-book that "what is expressed by a common term is merely an incomplete notion of an individual." Is this a perfectly accurate statement? Examine the statement, and state in syllogistic form the reason why the notion of an individual expressed by a common term must necessarily be an incomplete notion.—[*Extra.*]

2. State the following argument syllogistically, and examine the truth of the premises:—

"Logic is the art of reasoning. Men can reason very well who have never learned logic. Therefore, Logic is of no utility.—[*Extra.*]

3. Hume, describing the grounds of the revocation by Edward the Third of his assent to a certain statute, says that the king asserted that the statute had been enacted contrary to law, "as if a free legislative body could do anything illegal."—[*Extra.*]

Develope the implied argument in a syllogistic form, and examine it.

4. Mignet, in his History of the French Revolution, says that the power of Judges, "when it springs from the throne, to be independent, ought to be irremoveable, but it may be temporary when

it is derived from the people, because, being dependent on all, it is dependent on no one." State this argument syllogistically, and examine the premises.—[*Extra.*]

5. Analyse the following passage minutely, and exhibit syllogistically the arguments contained in it:—

"In civilised life everything is effected by art and skill. Whence a person, who is provided with neither (and neither can be acquired without exercise and instruction) will be useless; and he that is useless will generally be at the same time mischievous to the community. So that to send an uneducated child into the world is injurious to the rest of mankind; it is little better than to turn out a mad dog or a wild beast into the streets."—[*Extra.*]

MENTAL PHILOSOPHY.

LOCKE, ON THE HUMAN UNDERSTANDING.

I.

1. What explanations does Locke give in his Introduction to his Essay?
2. What account does Locke give of the origin of our ideas, and of their different classes?
3. Give the heads of Locke's observations on Retention.

II.

1. What properties of objects do we take cognisance of through Perception?

2. In what respects do the faculties of brutes differ from those of men?

3. Write a short extemporaneous essay on Duration and Space, not exceeding a page or two in length.

FIRST-YEAR CLASS.

Mathematics.

1. If the square described upon one of the sides of a triangle be equal to the squares described upon the other two sides of it, the angle contained by these two sides is a right angle.

2. Similar triangles are to one another in the duplicate ratio of their homologous sides.

3. A D, B C, are two parallel lines, cut obliquely by A B, and perpendicularly by A C; B E D is drawn cutting A C in E, so that E D = 2 A B. Show that angle D B C = ½ angle A B C.

4. If n be a positive whole number, $\frac{x^2-a^n}{x-a}$ is divisible by $x-a$.

5. Find the sum of a series of quantities in geometrical progression, when the common ratio is less than 1, and the number of terms infinite.

Hence find the vulgar fraction equivalent to the recurring decimal ·123123123, &c.

6. Solve the following equation:—

(1) $x^2 - \frac{2}{3x} = 1\frac{1}{3}$

(2) $x - 2\sqrt{x+2} = 1 + \sqrt[4]{x^3 - 3x + 2}$

(3) $x - y = 8$
$x^4 - y^4 = 14560$ }

7. From a vessel of wine containing a gallons b gallons are drawn off, and the vessel filled up with water. Find the quantity of wine remaining in the vessel when this has been repeated n times.

8. Find the values of sin 30°, cos 45°, sin 18°.

9. Prove the following formulæ :—

(1) $\tan 2A = \frac{2 \tan A}{1 - \tan^2 A}$

(2) $\cos B - \cos A = 2 \sin \frac{A+B}{2} \sin \frac{A-B}{2}$

(3) $\tan \frac{A}{2} = \sqrt{\frac{(s-b)(s-c)}{s(s-a)}}$ where s is half the perimeter of the triangle A B C.

10. From a station B at the base of a mountain its summit A is seen at an elevation of 60°; after walking one mile towards the summit, up a plain making an angle of 30° with the horizon, to another station C, the angle B C A is observed to be 135°. Find the height of the mountain.

[Three hours are allowed for this paper.]

SECOND-YEAR CLASS.

MATHEMATICS.

1. Show that the first member of the equation $x^n + p_1 x^{n-1} + p_2 x^{n-2} + \ldots\ldots + p_{n-1} x + p_n = 0$ is the product of n factors of the forms $x - a$, $x - b$, $\ldots\ldots$ $x - k$, $x - l$, where a, b, c, &c. are the roots of the equation.

2. Can any of the roots of the above equation be imaginary? If so, under what conditions? Find, in terms of x, the equation whose roots are $p + q\sqrt{-m}$ and $p - q\sqrt{-m}$

3. Transform the equation $x^3 - 9x^2 + 7x + 12 = 0$ into one which shall want the second term.

4. Find the four roots of $x^4 + 1 = 0$.

5. Enunciate and prove the Parallelogram of Forces.

Example.—Two forces, 1 and 2 lbs. respectively, act at an angle of 60°. Find the direction and magnitude of their resultant.

6. Find the centre of gravity of a triangle. Hence show, on mechanical principles, that the three straight lines joining the angles of a triangle with the points of bisection of the opposite sides, all intersect in one point.

7. When a body is suspended from a point about which it can turn freely, it will rest with its centre of gravity in the vertical line passing through the point of suspension.

8. Find the ratio of the power to the weight when there is equilibrium on the inclined plane.

Example.—If a plane be inclined to the horizon at an angle of 30°, what angle must the direction of the power make with the plane, in order that it may just sustain a weight equal to itself.

[Two hours and a half are allowed for this paper.]

SECOND-YEAR CLASS.

MATHEMATICS.

1. A weight of 6 lbs. is suspended from a straight lever at a distance of 3 feet from the fulcrum. Determine the force

which, acting at an angle of 30° with the lever, and at a distance of 9 feet from the fulcrum, will produce equilibrium.

2. What force is required (neglecting friction) to roll a cask weighing 964 lbs. into a cart 3 feet high, by means of a plank 14 feet long resting against the cart.

3. In the parabola, the subnormal is equal to half the latus rectum.

4. If a perpendicular is drawn from the focus on the tangent of a parabola, the point of intersection lies in the tangent at the vertex.

5. The tangent at any point of an ellipse makes equal angles with the focal distances.

6. If two tangents be drawn from a point in the directrix of an ellipse, the chord of contact will pass through the focus.

7. Find the equation to the hyperbola, referred to a pair of conjugate diameters.

8. In the hyperbola, the difference between the focal distances of any point equals the major axis.

[Two hours are allowed for this paper.]

THIRD-YEAR CLASS.

MATHEMATICS.

1. Distinguish between the *differential coefficient* and the *differential* of a function. Find the value of $\frac{a^m - b^m}{a^n - b^n}$ when $a = b$, and explain the result.

2. Assuming that $d(x^n) = nx^{n-1}\,dx$, when n is a positive whole number, show that the same equation holds good when n is a positive fraction.

3. In the equation—

$(x + h)^n = x^n + nx^{n-1} h + Ah^2 + Bh^3 + Ch^4 +$ &c.,

determine by differentiation the values of the coefficients A, B, C, &c.

4. Differentiate the following functions:—

(1) ax^2 (2) $\frac{1}{\sqrt{1-x^2}}$ (3) $\sqrt{a + bx + cx^2}$

(4) $\frac{\sqrt{a^2 - x^2}}{x}$ (5) $\left(x + \sqrt{x^2 - 1}\right)^2$

5. Two men are carrying a burden of 200 lbs. weight between them, hung on a pole, the ends of which rest on their shoulders; how much of this load is borne by each man, the weight hanging 6 inches from the middle, and the whole length of the pole being 4 feet?

6. Find the centre of gravity of a solid cone.

7. If s be the space described from rest in the time t, by a body moving under the action of a uniform accelerating force f, show that $s = \frac{ft^2}{2}$

Example.—Two bodies are let fall at London ($g = 32{\cdot}1908$) at an interval of one second. Find how far they will be apart after the lapse of 4 seconds from the fall of the first.

8. From a given point draw the line down which, as an inclined plane, a particle will descend to a fixed line in the shortest time possible.

[Two hours are allowed for this paper.]

THIRD-YEAR CLASS.

Mathematics and Natural Philosophy.

1. The part of centrifugal force which is employed in

diminishing gravity at any point on the earth's surface varies as the square of the cosine of the latitude.

Example.—Calculate the diminution of gravity caused by centrifugal force at latitude 30°.

2. A pendulum which vibrates seconds at the equator, when carried to the pole gains 5 minutes a day. Find the proportion of the polar and equatorial gravity.

3. The altitude of the pole seen from any place on the earth's surface is equal to the latitude of that place.

4. Explain what is meant by the corrections of astronomical observations due to *refraction* and to *parallax*.

5. Show how to find the horizontal parallax of a heavenly body by observation.

6. A luminous point is placed between two parallel plane mirrors; find the position of the images which will be formed by the successive reflections of the rays at the surfaces of the two mirrors.

7. Diverging rays are incident upon a plane refracting surface. Find the geometrical focus.

8. Determine the angle under which a given object will be seen by the eye when viewed through a concave lens.

[Three hours are allowed for this paper.]

JURISPRUDENCE.

1. Do you admit any difference in principle between *Law* (jus) and *A Law?* If so analyse it, and explain the consequences to which your conclusions lead.

2. Illustrate the supposed distinction between *Jus Naturæ* and *Jus Gentium*, and say whether it can be maintained.

3. *Jus in re, jus ad rem—rights in rem, rights in personam.* State what opposition of ideas is implied by these correlative expressions, and whether this opposition is warranted by the nature of the subjects to which they refer.

4. Compare the province of Jurisprudence with that of Ethics.

5. A Hindu dies intestate, leaving a widow, an infant son, and an infant daughter. What rights do the survivors respectively take in the intestate's estate?

6. What limits are assigned in the (1) Hindu and (2) Mahomedan law to the power of testamentary disposition?

7. What is the "consideration" for a contract? Are any contracts made without consideration enforceable by action?

8. What is the scope of the rule *caveat emptor* in English and Roman jurisprudence? On what moral grounds is it defensible?

9. To what extent is a husband liable for debts contracted by his wife, (1) before marriage, (2) after marriage?

10. Give an abstract of the English Law relative to the power of a father over the child's person.

11. What is the meaning of the terms Property, Adverse Possession, Prescription, Title by Occupancy?

12. Distinguish rights *ex contractu* and rights *ex delicto.*

SENIOR STUDENTS.

[N.B.—Only one question in each group need be answered by each student.]

Butler's Analogy.

I.

1. State the general plan and argument of the First Part of this work.

2. In what respects is the analogy of nature favourable to the expectation of a future life, or refutatory of the objections which are brought against a future life?

3. What indications have we of the moral government of God, and what instances can you adduce of a system of rewards and punishments supporting that moral government?

II.

1. What are the obligations of man to "piety and virtue?"

2. Give us your views of the use and abuse of the "passions and affections."

3. Give an analysis of Butler's Third Sermon on Human Nature, and any additional illustrations of it which may occur to yourself.

THIRD-YEAR STUDENTS.

Political Economy.

(*Mill, Book II. chaps.* 1 *to* 4 *and* 11 *to* 16, *and Book III. chaps.* 7 *to* 10.)

N.B.—All the questions in this paper should be answered, if possible. The questions noted as Extra are those to which replies are not directly furnished in the text-book; greater value will therefore be given, *cæteris paribus*, to the replies to the extra questions.

1. What principal distinction does Mill draw between the characters of the laws of property and production respectively?

2. What is the fundamental principle of the laws of property?

3. Explain the exceptional character of property in land.

4. Explain the requisites of production, and the principal circumstances which regulate the division of produce.

5. What are the principal circumstances which regulate the rate of wages?

6. Mill regards restriction of the population by one means or other as almost the only efficacious remedy for low wages. Are wages generally low or high in India? Is India over-populated? Apply Mill's general argument to the circumstances of the labouring classes in India, and explain any real or apparent discrepancies.—[*Extra.*]

7. Explain the nature and regulating circumstances of rent, and show how far the land revenue under the Ryotwar system corresponds therewith.—[*Extra.*]

8. If coinages in several metals be all legal tenders, what circumstance determines the question of which metal is the real standard?

9. If the Government should issue base money, on whom would the loss immediately fall? And what would be the general effect of the practice?—[*Extra.*]

[Three hours are allowed for the replies to this paper.]

N.B.—The Vernacular Examination Papers are omitted.—E. I. H.

GOVERNMENT LAW EXAMINATION.

MORNING PAPER.—*Wednesday, 3rd June* 1857.

DIRECTIONS.—Time allowed for this paper, three hours. One question only in each Section to be answered. All answers to be written on this paper. Fill up the under-written form :—

Name.....
Age last birthday ....
School or College ....
Present employment ..

QUESTIONS.

BEST, ON EVIDENCE.

I. Sketch briefly the main divisions of Mr. Best's Treatise on the Law of Evidence .....(10)

II. (*a*)—What are the principal securities for the truth of legal evidence, according to Mr. Best? .....(5)

(*b*)—Analyse the meaning of a judicial oath. On what grounds has the utility of judicial oaths been doubted? State your own views .....(20)

III. (*a*)—Distinguish direct and circumstantial evidence; primary and secondary evidence; and state the fundamental rule that regulates the reception of secondary evidence .....(5)

(*b*)—Expound and illustrate the rule that in every case the *best* evidence must be given .....(15)

IV. (*a*)—Define and illustrate the terms, "legal presumption, estoppel, admission against interest, *res judicata*" .....(10)

(*b*)—Every one is presumed to intend the natural consequences of his acts. Develope and illustrate this maxim .....(15)

V. (*a*)—What is the meaning of the expression *onus probandi*, or burden of proof? .....(5)

(*b*)—On which party in an action does the burden of proof lie? Does the burden of proof ever shift from one party to the other? If so, in what cases? .....(20)

VI. How far is extrinsic evidence admissible to explain written instruments? .....(10)

VII. (*a*)—In what cases is evidence to character admissible? and why? .....(10)

(*b*)—In what cases is "hearsay" evidence admissible? and why? .....(10)

VIII. What are the several functions of the Judge and of the Jury in deciding upon evidence? .....(10)

E. I. Howard, M.A.
Barrister-at-Law.

Afternoon Paper.—*Wednesday, 3rd June* 1857.

Directions.—Time allowed for this paper, three hours. One question only to be answered in each Section. All answers to be written on this paper. Fill up the following form:—

Name .....
Age last birthday .....
School or College .....
Present employment ....

Questions.

Addison, on Contracts.

I. (*a*)—Define a contract, and develope the elementary division of contracts into: 1, contracts by record; 2, by deed; 3, simple contracts .....(5)

II. (*a*)—Contracts are express or implied. Develope this classification, and give examples of implied contracts .....(10)

(*b*)—Is any, and what, contract implied by law from the seller of goods ? .....(15)

III. (*a*)—State briefly the limitations imposed by English Law on an infant's power to contract .....(10)

(*b*)—An infant purchases a race-horse, and pays for the same by accepting a bill of exchange after he becomes of age. Has he any, and what defence to an action brought against him on his acceptance ? State fully your reasons for your answer .....(25)

IV. (*a*)—Define briefly the terms, Charter-party, Bill of Lading, Freight, General Average, Demurrage, Loss by the Perils of the Sea, Loss by the Act of God .....(10)

(*b*)—State the usual covenants contained in a contract of affreightment .....(15)

V. (*a*)—How must a deed be executed by an agent so as to bind his principal ? .....(5)

(*b*)—In what cases can a principal sue on contracts made by his agent ? .....(15)

VI. A purchases goods avowedly as an agent, but not disclosing the name of his principal. Can the seller sue the principal, on discovering him, for the price of the goods ? Answer this question fully .....(30)

VII. Explain the terms—

Indenture,
Deed-poll,
Consideration (of a contract),
Nudum pactum,
Bailment,
Bond,

Promissory Note,
Unliquidated Damages,
Collateral Security,
Warrants,
Account stated,
Executor,
Chose in Action,
Issue,
Specific performance,
Lien .....(10)

E. I. Howard, M.A.
Barrister-at-Law.

Morning Paper.—*Thursday, 4th June* 1857.

Directions.—Time allowed for this paper, three hours. One question only to be answered in each Section. All answers to be written on this paper. Fill up the following form:—

Name .....
Age last birthday .....
School or College .....
Present employment ....

Questions.

Jurisprudence.

I. Expound and discuss the division of all Law into the Law of Nature, of Nations, and Civil Law.....(15)

II. "All the Law which we use has reference either to persons, or to things, or to actions." (Institutes I. § 2.) Explain this division, and define accurately the meaning of the word *persona* in the Roman Law.....(10)

III. (*a*)—Explain the meaning of the terms Dominion and Usufruct; Absolute and Qualified Property, with illustrations from daily life ..... (10)

(*b*)—What do you conceive to be the foundation of the right of property? ..... (20)

IV. (*a*)—Enumerate and explain the several modes of acquisition recognised in general Jurisprudence ....(10)

(*b*)—Analyse the legal notion of "Prescription" ..(15)

V. (*a*)—Explain the division of contracts into real, verbal, written, and consensual, adopted in the Civil Law ..... (10)

(*b*)—Define the term Obligation, as used in the Roman and the English Law ..... (10)

VI. (*a*)—Compare briefly the nature of the marriage union, as understood at different times by the Romans, with the views of the Hindoo, the Mahomedan, and the English Law ..... (20)

(*b*)—State the provisions of the French Code with respect to the property of a married couple. Compare the English Law on this subject ..... (20)

VII. Compare the rights of an heir in the Roman, the Hindoo, the Mahomedan, and the English Law....(25)

VIII. Discuss the maxim *Caveat emptor* .....(15)

E. I. Howard, M.A.
Barrister-at-Law.

AFTERNOON PAPER.—*Thursday, 4th June* 1857.

Time allowed for this paper, four hours.

Name.....

SUBJECT FOR AN ESSAY—

The Lawyer; his education and professional obligations.

E. I. HOWARD, M.A.
Barrister-at-Law.

APPENDIX [J.]

STANDARDS FOR JUNIOR AND SENIOR SCHOLARSHIPS.

STANDARD FOR JUNIOR SCHOLARSHIPS.

N.B.—Each Candidate will be required to obtain, at the least, one-half of the marks set opposite each subject in the list.

	Full Value of Marks.
I. *English.*—Articulate and expressive Reading of prose and poetry; Handwriting; Grammar and Etymology; Composition	75
Translation (oral and written) from English into any other language selected by the Candidate	25
II. *Mathematics.*—Arithmetic; Algebra; Euclid, III. Books; Plane Trigonometry (not including Series); Elementary Physics	75
III. *History.*—The English in India; with Geography of India, Political and Physical.....	25
IV. *Language (other than English) selected by the Candidate.*—Articulate and expressive Reading of prose and poetry; Handwriting; Grammar; Translation (oral and written) into English; and original Composition	75
V. Any subject not included in the above which the Candidate may offer to be examined in	25
	300

E. I. HOWARD,
Director of Public Instruction.

STANDARD FOR SENIOR SCHOLARSHIPS.

N.B.—1. Candidates are at liberty to offer themselves for examination in the Classes (*a*) or (*b*) of the Necessary Subjects, at their election.

2. Not more than one Voluntary Subject can be taken up by any Candidate.

3. Each Candidate will be required to obtain, at the least, one-half of the full marks of every subject taken up by him.

A.—Necessary Subjects.

		Full Value of Marks.
I. *English* ..... (*a*)—Minimum	One prose writer (the length of Bacon's Essays)	10
	One poet (length of a book of Paradise Lost)	
(*b*)—Minimum	Two prose writers (as above) ..	50
	Two poets (as above)	
II. *English Composition*.—Translation from Vernacular and original Composition		50
III. *Mathematics*.. (*a*)—Minimum.	Arithmetic; Euclid, Books I.—VI.	15
	Algebra, to Quadratics ..	

(*b*)—Minimum. Algebra; Euclid, Books I.—VI. and 21 Propositions of Book XI.; Trigonometry, including Series; Geometrical Conics; Analytical Geometry; 1st part of Differential Calculus 75

IV. *Logic*. (*a*)—Minimum. Formal Logic, from any ordinary compendium 10

(*b*)—Minimum. Formal Logic (as a subject); Method (as in Chretien); Principles of Induction 50

V. *Vernacular, or any Language except English.*
(*a*)—Translation into English, oral and written .. 10
(*b*)—Ditto, with original Composition 50

B.—VOLUNTARY SUBJECTS.

VI. *Physical Geography.*—Mrs. Somerville, or some similar treatise, with the Science of Map-drawing 50

VII. *Chemistry.*—Inorganic Chemistry, from Gregory's Hand-book, or similar work, with experiments 50

VIII. *History.*—Greece to the end of the Peloponnesian War, from Grote, Thirlwall, or Thucydides 50

IX. *Mechanics.*—Mathematical and Practical, including Construction 50

E. I. HOWARD,
Director of Public Instruction.

APPENDIX [K].

REPORTS BY PROFESSORS OF THE ELPHINSTONE COLLEGE.*

I.—REPORT BY PROFESSOR HUGHLINGS.

Report by the Professor of English History and Literature.

(*From 26th January to 30th April* 1857.)

1. The present professor, on the first of these dates, took charge of two classes in literature, one of them consisting of the first-year students, the other of the third and fourth. In February the latter began to receive instruction in literature from the principal, the second-year students taking its place with the professor of literature.

2. To the instruction of the classes thus remaining fourteen hours weekly were devoted; the greater number, however, being occupied by dictation and other writing exercises. Many exercises also were written by the students out of college hours, including a weekly essay on a given subject, intended especially to test their powers of composition and original thought. All such exercises were

* The Principal, though repeatedly invited to furnish a report, has not done so.

generally read out and commented on in class. Where this was inexpedient they were returned to the writers, with written corrections and suggestions.

3. The prose reading-book used by the first and second-year students was Goldsmith's Citizen of the World. The third and fourth-year men read a selection from Hume's Essays. The two junior classes had, during the previous part of the college year, been studying the first fifty letters forming their text-book. It was thought advisable to use the comparatively short period to spare before the May examination, in revising what had been already gone over rather than entering on fresh ground.

4. In poetry, Chambers' Cyclopædia of English Literature was used as a text-book by the last-mentioned classes. Once a week the students came prepared to recite from memory portions of the extracts given there from the poetical works of Dryden and Johnson.

5. The history class was limited to students of the second year, who attended for four hours in the week. They had hitherto studied the fifth volume of Hume's History. In addition to the revision of this, it was also found necessary to take the class over the General Outlines of English History.

6. All class exercises, both in history and literature, were suspended towards the end of April, and students were allowed to prepare for the approaching examination by private study, conjointly with such assistance as they individually required from the professor.

J. P. Hughlings.

II.—PROFESSOR OWEN'S REPORT.

Report by the Professor of General History and Political Economy.

(*From the 1st January to the 30th April* 1857.)

1. I commenced actual teaching at the Elphinstone College after the short Christmas recess.

2. It was thought advisable to devote the interval between that time and the close of the term in April to preparing the students for the annual examination in the books and subjects they had been engaged upon during the part of the current year preceding my arrival.

3. The students were classified at that time simply according to years. Only one or two of the fourth-year were then at the College, and they shortly after left it.

4. In my own departments, the first-year class had been studying portions of Murray's India; the second, various chapters of Mr. J. S. Mill's Political Economy; the third, other parts of the same work, and Mignet's History of the French Revolution.

5. As the principal was temporarily much occupied at the Elphinstone Central School, I undertook also his moral philosophy lecture (on Butler) with the third-year class.

6. Thus my lecture hours were thirteen a week; eight in the third-year (moral philosophy and political economy, each three; history, two); with the second-year, two; with the first, three.

7. I observed these hours without interruption, except

that a few days before the examination I gave up several of them to the pupils for private preparation.

8. I experienced among the second-year students so great a deficiency in the appreciation of Mr. Mill's treatise, that the book was omitted from their list of subjects for examination; and I thenceforth employed the time thus gained on general literary exercises of various kinds.

9. In all the other cases, my endeavour was, first, to secure on the part of the class an intelligent knowledge of the text-book, as such; secondly, of the subject therein handled; thirdly, to effect what I could in the way of mental discipline and literary culture.

10. Thus the portions of Butler, Mill, and Murray, taken up for examination, were understood to have been prepared twice over for me by the several classes who studied them.

11. On the first occasion I looked mainly to the *book;* and tested the students' acquaintance with it chiefly by *vivâ voce* questions, with just so much explanation as seemed necessary to make the author's meaning clear.

12. On the reperusal I regarded more the *subject,* incorporating a larger amount of amplificatory and illustrative matter. Questions to be answered on paper were now more frequently substituted for oral interrogation, and essays called for on points arising out of, or bearing more or less closely upon, the topics that had been discussed either in or out of the book.

13. Mignet's "History" appeared to me so extremely unsatisfactory in itself and objectionable in its tendencies, that I would fain have eliminated it altogether.

14. Under the circumstances, I went through the chapters marked for examination once, pursuing a similar course to that adopted on the first reading of Mill, &c., as above described.

15. I then attempted, by independent lectures and by frequent reference to the well-known works of Professor Smythe and Mr. Carlyle, as well as to M. Guizot's very relevant considerations on the later French catastrophe of 1848, and to other authors, to supply a more temperate and discriminating estimate of the causes, character, incidents, and moral of the great historical crisis which M. Mignet has surveyed under so characteristic an aspect.

16. Although it is neither an agreeable nor, I trust, an imperative task to enumerate the deficiencies of my pupils, yet I must admit that several of them have occasioned me a profound feeling of discouragement, amounting, at times, well nigh to despondency; and this mainly on two accounts :—

17. 1*st*.—They were not so much short-comings at the conclusion, as, in their very nature, formidable obstacles to the commencement of a course of serious and special instruction.

2*nd*.—However susceptible of improvement the college system might then (may still) be, however earnestly professors may endeavour to develope the latent energies of their pupils; yet I cannot but feel that the evil, in no trifling degree, originates and is fostered without the walls of the college.

18. Antecedent and collateral circumstances, in great number and potency, combine to depress the standard of feasible attainment; and, so long as they continue in

operation, must sadly interfere both with the natural efficiency of the collegiate system, and with the exertions even of the resolute and promising student.

19. In departments with which I am personally conversant I would specify *accuracy*, whether of thought or of expression, as too likely to prove, with perhaps rare exceptions, simply unattainable.

20. And what a contradiction in terms is inaccurate knowledge!

21. I make these admissions with the more reluctance, because the conduct of the students in class was uniformly excellent; and, besides other good qualities, the third-year in particular (among whom it was a real pleasure to teach such intelligent and pains-taking pupils as Ramkrishna Gopal and Javerilal Umiashankar), as well as a substantive portion of the first, and individuals in the second-year class, appeared to take considerable interest in their work.

22. The irregularity of attendance on the part of students of the first and second years was a serious impediment to systematic teaching.

23. The portions of each work selected for exposition and examination will be found in the Programme submitted to the examiners.

III.—MATHEMATICS AND NATURAL PHILOSOPHY.

Report by R. S. SINCLAIR, LL.D., *Professor of Mathematics and Natural Philosophy, and late Acting Professor of Political Economy.*

1. *First-Year Class, Arithmetic.*—The nature, the language, and the notations of numbers, together with the relations which subsist between these, having been carefully explained to the first-year students, they were exercised in transferring sets of numbers from one scale to another. The scales most frequently employed were the senary, the denary, and the duodenary; and the mensuration of surfaces supplied practical examples of the last two.

2. *Algebra.*—It was found necessary to dwell a good deal on the fundamental parts of algebra. The nature of the signs and the laws of their changes being explained, their definitional character was illustrated by instances borrowed from the algebraical treatment of geometry and natural philosophy. The identity of the method of detached co-efficients with the ordinary more tedious processes of multiplication and division having being apprehended, the class was habituated to the more expeditious process. Their study of algebra included the usual progressions and quadratic equations; to enter on the general theory of equations, the majority of the class were quite unequal.

3. *Euclid.*—Though this class was presumed to have entered the college with a knowledge of the first six books of the Elements of Euclid, I can hardly describe the super-

ficial and negligent character of this acquaintance of the majority with every spot of this fundamental part of mathematical education. The rigour of geometric demonstration was a thing to which the majority had evidently never been habituated. Many were unable to prove correctly even the simplest propositions of the first book. Consequently a very disproportionate period of the college instruction was necessarily devoted to repairing these primary deficiencies.

4. *Trigonometry.*—Plane trigonometry also was a subject professedly learnt at school, but the vice which prevailed in the *geometric* basis (last para.) infected the whole superstructure. It was necessary to lay the foundation of it, and to build it up anew. In the *numerical* part of trigonometry I beg to recommend in the strongest manner that the natural values of the circular functions be taught the boys at school before they work their exercises by aid of the logarithmic values. This will facilitate a correct apprehension of these functions as instruments of calculation, under their character of ratios or abstract numbers. Plane trigonometry, exclusive of series, was rehearsed under me; suitable exercises being proposed at each lecture for solution at home. In the earlier part of the year I gave some lectures on the geometry of the sphere, with the view of afterwards teaching spherical trigonometry; but, with the exception of four students,* the rest of the class were quite unprepared for this branch. Professor Rawlinson took charge of the trigonometry at the beginning of 1857.

5. *Second-year Class. Theory of Equations.*—The

* Pestonjee Sorabjee, Ardeshir Pestonjee, Damodhur Balcrishna, and Pestonjee Kavasjee.

second-year class, receiving a course of lectures on functions somewhat generally, and more particularly in reference to the roots of equations, studied very carefully the theory of equations to the extent given in Thomson's Algebra, with additional theorems announced at lecture. As operators, the majority are expert in employing Horner's Method of Solution.

6. *Natural Philosophy. Statics.*—The instruction in natural philosophy to this class was commenced by a course of lectures on the nature and on some of the origins of force, and on the action of force on and through the medium of solids, liquids, and gases; these lectures being illustrated by as many experiments as the very scanty apparatus of the College and other resources admitted of. The class then studied carefully statics by the aid of elementary geometry and trigonometry, and were well exercised in the application of numbers in the solution of statical problems.

7. *Hydrostatics and Steam-Engine.*—In treating hydrostatics mathematically, particular care was taken that correct ideas about the measures of the various quantities employed should be attained. The equilibrium of fluids, that of gases under constant and varying pressures and temperatures, and some instruments and machines, were studied by aid of elementary geometry and algebra; and among the numerical examples were ones involving the application of Mariotte's and Gay-Lussac's laws, separately and conjointly. The principal and the more important parts of the steam-engine were first explained in the lecture room, and then studied from the text-book; after which the class accompanied me one day through the engine-room, the foundry, and factory of the Government Dockyard, and

another day through the locomotive engine depôt of the Great Indian Peninsula Railway, the officers of both establishments rendering us every facility.

8. *Third-Year Class. Differential Calculus.*—The third-year class studied the fundamental principles of the differential and integral calculus, and the differentiation of algebraic functions. The method of limits was adopted. Amongst the exercises proposed in exemplification, were such as,—to find the geometric representatives of the differential and the other terms of the algebraic difference of a quadrilateral, a circle, a cube, a pyramid, and a sphere. A few of the best students succeeded in discovering these several parts; but the inferior members of the class were unequal to the geometric treatment of the examples from solid geometry.

9. *Statics and Dynamics.*—Mechanics was studied from the commencement of statics to the solution of such questions of dynamics as involved centrifugal force. The effect of the rotation of the earth in diminishing gravity, and in transporting the materials of the earth's crust, when in a less solid condition, towards the equator, was carefully considered and estimated. The centrifugal forces at the surfaces of the sun and the different planets, and of the moon in her orbit, were also calculated. The time of oscillation of the simple pendulum, the alteration due to change of latitude, and that due to change of length of pendulum, were derived, and abundantly exemplified by actual numerical calculation. This subject was treated by the aid of elementary geometry and the method of indivisibles.

10. *Optics.*—In the earlier part of 1856 the class received a few introductory lectures on light. The New-

tonian hypothesis was stated; but the physical explanation by the wave theory of various phenomena, and particularly of colours, was dwelt on at greater length. After this, irrespective of the nature of light, the class studied for a short time the optics of reflection, refraction, and dispersion, by aid of elementary geometry and algebra; and numerical examples were worked. The class had a little practice in taking the altitude of the sun by Hadley's sextant and the artificial horizon. At the beginning of 1857, the subject of optics was resumed under Professor Rawlinson.

11. *Astronomy.*—The subject of astronomy was opened by a brief course of lectures of a cosmical character, dwelling more largely on the solar system; it was then studied by the class both under a geometric and under a physical aspect. Their knowledge of mechanics enabled them easily to derive Kepler's second law; and from his third law, on the supposition of circular planetary orbits, to deduce the Newtonian discovery of the law of gravitation. The actual calculation of the mass of the sun from the phenomena of his several planets, and of the comparative masses of such planets themselves as have satellites by the corresponding relations of the latter, enhanced very much the pleasure of the class in, and their appreciation of, the study. The whole system was proved to be pervaded by the same principle. The Moon, Jupiter and his satellites, and Saturn with his rings and satellites, were observed by some of the students through the telescope of the Observatory; and several visits were paid on good nights to my own house, to see these objects through a moderately powerful instrument. The direct proof of the orbital motion of the earth from the aberration of the fixed

stars, and that of its rotation from the pendulum experiments of Foucault, were apprehended. Finding the longitude by lunar distances, and the calculation of some of the phenomena of the lunar eclipse of last October 14th, were amongst the problems worked by the best mathematicians in the class. Useful problems on the globes were solved from day to day by the less advanced members.

12. *Number of Lectures.*—Each class received four lectures a week from me.

13. *Classification of the Students.*—The teaching of some parts of mathematics and natural philosophy to classes, whose formation depended on a combination of considerations, and had no exclusive reference to their mathematical attainments and abilities, was attended with great difficulties. At present, however, the classification of the students, for the purposes of instruction in the ordinary and in the higher branches of mathematics, is quite satisfactory.

R. S. Sinclair, LL.D.,
Professor of Mathematics and Natural Philosophy.

V.—POLITICAL ECONOMY.

1. *Second-year Class. Production and Exchange.*—The second-year class rehearsed and extended the subjects studied by them in their first year. They read with care the subject of production, as treated in the first book of Mill's Principles of Political Economy; and that of exchange, as far as is comprehended in the first thirteen chapters and the sixteenth chapter of the third book of the

same work. In this text, and in the notes taken down at lecture, they were examined from time to time during the year.

2. *Third-year Class. Influence of Civilisation on Production and Distribution.*—The third-year class having studied in their first year the first eight chapters of Mill on Production, and the first six chapters of the third book on Value, and having in their second year extended their knowledge of the subject of Exchange, the influence of the Progress of Society on Production and Distribution formed the subject of my lectures during their third year. The fourth book of Mill, with chaps. x.—xiii. of the first book, and the concluding chapters of the second book, were read and periodically examined in; but the progress of this class was much impeded by the great inequality in ability and attainments of several of its members.

3. *Number of Lectures.*—From the regular formation of the college classes till the end of 1856, when the charge of political economy passed over to Professor Owen, two lectures or examinations weekly were given by me to each of these classes.

R. S. Sinclair, LL.D.,
Late Acting Professor Political Economy.

V.—MEMORANDUM OF THE COURSES OF CHEMISTRY AND BOTANY.

1. In chemistry the course up to the present time has included chemical physics, namely, molecular attraction, light, heat, electricity, magnetism, and crystallisation, the

non-metallic elements, and the metals of the alkalies, alkaline earths, and earths. We are now on the subject of iron and its compounds. The remaining metals, allowing some time for the metallurgy of each, will occupy nearly the whole of the remainder of the session till April. I do not propose to enter into the subject of organic chemistry.

2. In botany, the structure and physiology of plants has been fully gone over, and a commencement has been made in systematic botany, commencing with the lowest forms of organisation. The acrogenous and endogenous divisions of the vegetable kingdom have been just completed, and we are now commencing exogens.

3. The remaining part of the session will afford time to take a review of most of the principal natural orders in the exogenous division.

ROBERT HAINES,
Officiating Professor of Chemistry and Botany.

Bombay, 27th November 1856.

VI.

To J. HARKNESS, Esq.,
Principal of the Elphinstone College.

Bombay, 2nd September 1857.

SIR,—In reply to a letter from the Director of Public Instruction, requesting from the professors memoranda respecting their several departments between the years 1856 and 1857, I beg to state that I did not commence my duties as Professor of Applied Science until the beginning of the year, commencing in May 1857.

2. I landed in Bombay 22nd December 1856; and, as the year was so far advanced, it was thought advisable not to disturb the course of studies then being carried on. I was therefore requested to assist Professor Sinclair in some of his mathematical classes, and also to take the candidate class at the Elphinstone Institution.

3. Consequently I have no remarks to make respecting the department of applied science during the above-mentioned period.

I have the honour to be,

Sir,

Your most obedient Servant,

GEORGE RAWLINSON.

APPENDIX [L].

REPORT BY THE ACTING PRINCIPAL OF POONA COLLEGE AND NORMAL SCHOOL.

(*Dated 15th October* 1857.)

2. The numbers of students in the Poona College at the end of April 1857 were as follows :—

	Stipendiary.	Free.	Paying.	Total.
English department.	11	1	6	18
Sanskrit ditto	8	13	..	21
	19	14	6	39

3. The number of students under the European professors appears to be small. I have to state, however, that the candidate class, consisting of twenty-five scholars, was, throughout the whole year, regularly under professorial instruction. Our hands, therefore, were quite full, in reality. I have to mention a fact here which, although quite well known, must, I apprehend, in justice to all parties, be embodied in my report.

4. The fact to which I allude is, that Mr. Draper, professor of English literature, most unfortunately fell sick on the 14th of July, and remained unable to discharge

any of his official duties until about the middle of November, when he was obliged to seek for a restoration of health by a voyage round the Cape to his native land. No successor was appointed to Mr. Draper until the 15th of January, when Mr. Green, the present acting professor of English literature, joined his appointment. Hence, for a period of six months, there was no European professor in the College but myself. I endeavoured, to the best of my power, to keep the students fully occupied in every branch of their studies during the period that I was alone and single-handed in the College. My exertions were crowned with as much, if not more, success than I could have anticipated. That my own health did not break down under the amount of work which I had to perform is to me, even now, quite astonishing. I would be doing an act of injustice to Assistant Professor Keru Lakshman, were I not to state that he was at all times most willing to render me all the assistance in his power. He is a man of robust health and of temperate habits, hence he was almost never absent during the period to which I am particularly alluding. I have already mentioned that Mr. Green joined the College on the 16th of January, from which period until now he has uniformly evinced a strong anxiety to be useful in any way in which he is capable. Mr. Green, for some time after he came to Poona, and before he became acclimatized, did not enjoy uninterrupted good health. I am now happy to say, however, that his constitution gives every manifestation that he will be long enabled to employ his accomplished mind and varied literary acquirements in promoting the moral and educational welfare of the students entrusted to his care.

5. I have oftentimes regretted that no provision has as yet been made for giving systematic instruction to the students of our College in either geology or popular chemistry, branches of science, in my opinion, admirably adapted for enlarging the mind of our youth, and thereby enabling them, in a far higher degree, to appreciate the beautiful and perfect harmony of nature. If funds could be obtained, I think I could undertake to procure one or two individuals among the surgeons in Poona well qualified for the task. If I failed, other means could be had recourse to, I have no doubt. I am sorry to say that I cannot make anything like favourable mention of the state of Sanskrit literature in the Poona College. I have all along been decidedly hostile to the worse than useless method which our Sanskrit professors have hitherto pursued in teaching Sanskrit literature to their students. System, in my opinion, is not known among the Gooroos. Memory alone is exercised, and that too to a most pernicious extent. Grammar, properly so called, is not at all attended to, unless we call a continual singing of 'shloks,' very imperfectly comprehended by the students, by that name. The number of students has dwindled down to twenty-one. Hence the professors and assistant professors, six in number, have all but nothing to do with their time while in the College.

6. In conclusion, I beg leave to state that I am decidedly of opinion that the number of scholarships in the normal school is much too large. The demand for vernacular schoolmasters bears no proportion to the supply at present on hand. The staff of teachers is also, in my opinion, unnecessarily large. Half the number ought to be quite sufficient to answer all the purposes required in the

school. Professor Krishna Shastree and Keru Lakshman entirely agree with me in the opinion which I have expressed above. I am never absent from my duties, either from sickness or any other cause.

JAMES McDOUGALL,
Acting Principal, Poona College.

Report of the Professor of Mathematics and Natural Philosophy.

As professor of mathematics and natural philosophy I had, during the year 1856-57, three classes under my superintendence, one of which was the candidate class. The college and the school being now entirely separated the one from the other, I do not feel that I can with propriety, in a college report, say anything about the progress of a school class. I may, however, be allowed to state that the candidate class, on the whole, gave me much satisfaction. The college students were divided into two classes, a junior and senior class. The junior division commenced their first term with a careful revisal of the first six books of Euclid. While the class was so engaged I gave the students a great many geometrical deductions to be solved during their hours for private study. The solutions were frequently ingenious, and oftentimes evinced considerable geometrical experience. The class also carefully revised the algebra which they had been previously taught. After going over all the old subjects, their knowledge in this branch of pure science was supplemented by making them acquainted with the method of undetermined coefficients, investigation of the binomial theorem, the exponential theorem, the

general properties of logarithms, &c. The next subject to which I turned the attention of the class was synthetical and analytical plane trigonometry. The numerous analytical formulæ were all carefully solved, and afterwards applied to the finding the areas of triangles, as well as to a great many most interesting problems in the measurement of heights and distances. Spherical trigonometry, both synthetical and analytical, next claimed our attention. While we were engaged with this branch of our course, the class investigated all the analytical formulæ, and applied them, to show that Napier's rules for the circular parts were in strict accordance with the formulæ thus deduced. The class also applied the formulæ to the solution of a good many interesting problems in practical astronomy.

2. The geometrical demonstrations of all the most important properties of the conic sections, and a very full course on the mensuration of surfaces and solids, brought us to the end of our last term. I have good reason to be satisfied with the progress which the class has, on the whole, made. A good many of the young men evince considerable taste for mathematical pursuits.

3. *Senior Class.*—Before this class commenced any new subject almost every branch of science already attended to was rapidly, but satisfactorily, revised. I afterwards turned the attention of the students to rather a comprehensive view of the differential and integral calculus. As we advanced, a great many examples were given to the class for solution on the various branches of these beautiful but intricate branches of pure science. I now considered the class ready to commence the application of pure science to the solution of physical truth. Mechanics, including statics and dynamics, first claimed our attention. Our inves-

tigations were all analytical. The various branches of mechanics, i. e. the equilibrium of a point, the equilibrium of a solid body, rectilinear motion under its various modifications, curvilinear motion, &c., passed successively in review before us. Our principal text-book, while on this branch of mixed science, was Young's Mechanics.

4. The class was, during the remainder of the term, engaged with the kindred subjects, namely, hydrostatics and hydraulics. We inquired into the laws which regulate the pressure of incompressible fluids on immersed solids, the laws which regulate the efflux of fluids through small orifices, &c. Our principal text-books were, Walton, Jamieson, and Encyclopædia. The class, although not large, contained two or three young men of undoubted talent. The numerous solutions of physical problems which they gave me in, as prescribed tasks, reflect much credit upon their industry and love of science.

JAMES M'DOUGALL,
Professor of Mathematics and Natural Philosophy.

Report of English Literature Classes, from 14*th July* 1856 *to* 15*th January* 1857.

1. *Senior Class.*—For a period of six months this class was under my superintendence. In English literature we read and endeavoured to appreciate the greater part of Shakespear's Merchant of Venice. The beauties of the play were, I hope, fully inquired into and comprehended.

2. *English History.*—Hume's history of the two Edwards (the first and the second) was carefully read and supplemented.

3. The class also perused, apparently with much interest, the preliminary remarks in Mill's Political Economy. I have always had much reason to be satisfied with the moral conduct and assiduity of the students belonging to this class. It contains two or three young men of much promise.

4. *Junior Class.*—This class studied, with considerable advantage, the poetical extracts from Cowper and Scott contained in Chambers' Encyclopædia.

5. In history, the attention of the class was profitably directed to the account of Egypt, as contained in Taylor's Ancient History.

6. While the class was engaged in studying the ancient history of Egypt, I endeavoured, as much as I possibly could, to impress upon the minds of the students that history, properly so called, was not by any means a bare record of events chronologically arranged, and therefore requiring nothing but a mere effort of memory fully to comprehend it. I hope I succeeded in convincing the class that they ought especially to look upon history more as a search after truths for the purpose of recording them. The students belonging to this class, on the whole, made progress equal to my expectation.

7. I may be allowed to mention here that the candidate class read with me the 8th, 9th, and 10th chapters of Murray's India; and with Mr. Wallace, when his health allowed him to be present, several sections of McCulloch's Course of Reading, Geography of India, and the rules of syntax in McCulloch's Grammar.

JAMES MCDOUGALL.

Report of Acting Professor of English Literature, from 16th January 1857 to 30th April 1857.

1. The following remarks refer only to a period of about three months, viz. from January to April 1857, which will, I hope, explain their brevity.

2. I commenced giving instruction in English at the Poona College about the middle of January 1857. There were at that time two classes in the College, the senior and junior. Each of these came to me for one hour every day, Saturday and Sunday excepted; Saturday being a half holiday, and chiefly devoted to reading English essays composed during the week by students chosen in rotation for the purpose. The senior school class, called the candidate class, also came to me one hour daily in the same manner. The subjects which I read during this period with the senior college class were Shakespear's Merchant of Venice (the whole) and Hume's History of England (the reign of Edward III.). With the junior college class the subjects were Chambers' Cyclopædia of English Literature, vol. ii., selections from Cowper, Crabbe, and Scott, and Taylor's Manual of Ancient History, sections on Persia, Greece, and Carthage. With the candidate or senior school class I read Murray's History of India, chaps. 8th and 9th. To this class I gave no instruction in any other subject, the school not being properly in my province; and their progress in English and general information, which appears to me extremely creditable, must therefore be attributed to the care and assiduity of their master, Mr. Millar. As regards the English composition and exercises of the college, which also came under my department, I will not say much, as, though undoubtedly one of the most

important branches of education, it does not require to be spoken of in detail. I may observe, however, that the composition of the senior class was, almost without exception, extremely commendable both in respect of matter and expression, and might, in my opinion, fairly bear a comparison with that of the Elphinstone College. Coming to the junior class, there was certainly a great falling off. Even here, however, the composition was in many instances very fair, seeming to indicate rather want of practice than capacity, the sense being often much superior to the language. When the next examination arrives, I confidently hope they will be found to have attained a very considerable proficiency in English composition. With regard to the general quickness and intelligence displayed by the students, I can speak in very favourable terms. In willingness to learn and desire of acquiring information, the candidate school class certainly surpassed the college; but, from the nature of things, this might naturally be expected. There was, however, no deficiency in this respect on the part of the College. I will not enter into particulars as to the knowledge and attainments of the students of the Poona College (with their conduct I was in general very well satisfied), as the best means for forming a judgment on this point will doubtless be afforded by the forthcoming report of Dr. Wilson and his colleagues in the examination.

3. Considering the great disadvantages under which the college had for some time suffered from a want of teachers, for, since Mr. Draper's departure, Mr. McDougall had been the only European professor connected with the college, and had not only his duties as mathematical professor to attend to, but also all the college business which falls to the principal to discharge; all this being

considered, the proficiency in English literature acquired by the students at this time appeared to me very creditable. Nothing indeed but great energies and unwearied assiduity could have enabled Mr. McDougall, so long single-handed, to have conducted the entire work of the college.

4. In compliance with the official requisition which has been issued since the last examination, that we should state exactly the number of days we have been absent from college, I beg to say that I did not at that time keep an exact account, but I believe the whole period did not exceed a fortnight during the three months, which absence from my duties was owing entirely to illness.

VALENTINE GREEN,
Acting Professor of English Literature,
Government College, Poona.

I beg leave now to forward to you the Report of the Normal School for the year 1856-57.

Report of the Poona Normal School for the Year 1856-57.

1. *State of the Normal Department at the commencement of the Session.*—At the commencement of the session under report, the normal school had thirty stipendiary scholarships attached to it; twenty of the value of Rs. 6 each, and ten of the value of Rs. 5 each; but, in consequence of several students having been sent to different places as school-masters, the actual number of the stipendiary students in the school was only twenty-one in the beginning of June 1856.

Vacant Scholarships, how filled up. Establishment increased.—To fill up these nine vacancies, of which eight were of the value of Rs. 6 each, and with as good men

as could be procured, was the first business to be attended to. In order to secure a good selection, invitations were sent round to the several schoolmasters in the city and districts, to send their best men to compete for the vacant places. At the end of July 1856 an examination was held, at which upwards of fifty candidates presented themselves from different quarters. After their qualifications had been put to a pretty rigorous test, it was found that a much larger number than was required on the occasion was possessed of a very respectable number of marks on several subjects. In consequence, it was thought desirable, by the authorities who examined these candidates, to recommend to add to the school twenty more scholarships of the value of Rs. 3 each, and to confer the same on those who had passed the successful examination above referred to. As at that time there was a probability of a prospective demand for a large number of schoolmasters for village schools, the establishment of which was then under contemplation, the recommendation obtained the sanction of the Director of Public Instruction. These twenty new students were formed into a class consisting of two divisions, called a class of candidate masters. Some non-stipendiary students were also admitted into the school, to prepare themselves to fill up the stipendiary scholarships that might fall vacant from time to time.

2. *Two additional Teachers brought in.*—Owing to the increase in the number of pupils it was considered necessary that two additional teachers should be appointed. Hence Lakshman Joshi, the head master of the Nassick school, and Wasudeo Bhikajee, the head master of a school at Ahmednuggur, were transferred to the Poona Normal School in October last.

3. *Normal Department removed to a separate building.*—In the same month the normal school was removed from the Poona College building to a new house, hired for the purpose, it being deemed desirable to separate it from the college. This house stands immediately contiguous to the college and on the north side of it.

4. *First arrangement in the new Normal School.*—In the month of October last the whole school was divided into five classes. The first and second were composed of the normal students, i. e. of the students receiving Rs. 5 and Rs. 6 each, while the third and fourth classes were formed of the candidate masters, or students receiving Rs. 3 each. The fifth class contained all the non-stipendiary students.

5. The first class was taught exclusively by the assistant professors. The remaining were taught by the four teachers, dividing among themselves the subjects to be taught, viz.:—Vishnu Punt Pamhankur, history and book-keeping; Lakshman Joshi, general information and geography; Wasudeo Bhikajee, vernacular reading, grammar, &c.; Krishn Shastree Godboley, algebra and geometry.

6. *Arrangement under the superintendence of Rao Saheb Bhaskur Damodur.*—This arrangement continued in force till February 1857, when the classes were all examined by Rao Saheb Bhaskur Damodur, who had then the superintendence of the normal school. The result of the examination was, on the whole, satisfactory. After the examination a new arrangement was adopted, at the desire of Rao Saheb Bhaskur Damodur, according to which the assistant professor of vernacular literature was required to take all the classes by turn. Thus the first and second classes together for six hours a week, for vernacular literature,

grammar, and history; and the third and fourth classes together twice a week, for literature and grammar. The assistant professor of mathematics and natural philosophy took the first and second classes together four hours a week, for general information and physical geography; and the third and fourth classes together for three hours a week, for the same subjects.

7. *Progress made by the different Classes.*—The amount of progress made by each class during the session can be ascertained from a statement of studies given at the end of this report.

8. *Saturday Meetings of Normal Students.*—Every Saturday, for two hours, all the classes were assembled in the great hall of the building, for the purpose of reading essays and discussion. Several good papers have been written and read by the senior students at these meetings during the session.

9. All the teachers and the students of the first class of this department are employed every day for one hour in teaching vernacular to the classes in the school department of the Poona College.

10. *Normal Students going out as Schoolmasters, &c.*—In the course of this session only a few students were sent out as schoolmasters:—

September 1856, to Kooker Moonda, schoolmaster, on Rs. 20 a month; October 1856, to Tasgaum, schoolmaster, on Rs. 20 a month; do., to Sunkeser, schoolmaster, on Rs. 20 a month; December 1856, a normal student was permitted to accept the (acting) appointment of clerk under the Deputy Inspector of Ahmednuggur and Candeish.

11. The four scholarships which became vacant by

appointing schoolmasters to the above-named places have not as yet been filled up.

12. *The present number of Scholarships in the Normal School.*—The present number of scholarships attached to the normal school is as follows:—

20	of the	value of	Rs. 6 each.
10	„	„	„ 5 „
20	„	„	„ 3 „
50			

13. Out of the four vacancies already mentioned there are three scholarships of Rs. 6 and one of Rs. 5.

14. *Want of proper Books of Study.*—At present there is a great want of books on two or three subjects. There is no book in literature, of sufficient interest and importance, fit to be read in the higher classes. The books read in history at present, in the normal department, are Balshastree's Introduction to the History of India, and a translation of Grant Duff's History of the Murathas. But the former is very brief, consisting almost of names and dates, and consequently suitable only for the lower classes, while the latter, though more full, is erroneous and inaccurate in several places. A good map of India in Murathee is also very much wanted, as a necessary accompaniment for the proper teaching of the history of that country. Now that the Government bestows so much attention upon popular education, some such work as T. Tate's Philosophy of Education, or Papers for the Schoolmasters, appear necessary in the vernacular language, to carry out their object with full success.

Normal Department.

Class and Teacher.	Studies.
5th Class.	
Wasudeo Bhikaji.....	Murathee; reading, Æsop's Fables, 54 pages, grammar, parsing, and dictation.
Lakshman Joshi.....	Geography; general geography of the four quarters of the world, and particular geography of India; general information.
Krishna Shastri Gorbole.	Mathematics; Hutton's Geometry, 34 propositions.
Vishnu Pant Tambankar.	History of the Murathas, 4 chapters; accounts, Nugdi Mulki, 8 pages; and merchants' accounts.
4th Class.	
Wasudeo Bhikaji	Murathee; reading, Children's Friend, vol. i., 30 pages; grammar, parsing, and dictation; geography, general geography of the four quarters of the world, and particular geography of India; History of the Murathas, 7 chapters; mathematics, Hutton's Geometry, 60 propositions.
Assistant Professor Keru Lakshman.	General information.
Vishnu Pant	Accounts; Village Accounts, 80 pages; merchants' accounts.
3rd Class.	
Shrikrishna Shastri....	English; McCulloch's Third Reading Book, 30 pages.
Lakshman Joshi	Murathee; reading, Vernacular Reader, No. I. 20 pages; grammar, parsing, and dictation; history, Balshastri's Introduction to the History of India, 73 pages; geography, general geography of the four quarters of the world, and particular geography of India; mathematics, three books of Euclid.

Class and Teacher.	Studies.
Assistant Professor Keru Lakshman.	General information.
Vishnu Pant	Nagdi Mulki, village accounts, 8 pages; and merchants' accounts.
2nd Class.	
Vishnu Shastri Pandit..	English; McCulloch's Series of Lessons, 25 pages.
Krishna Shastri Gorbole.	Murathee; reading, Moral Class Book 18 pages; grammar (Dadoba's), 60 pages, and dictation; History of the Murathas, 10 chapters; geography, general geography of the four quarters of the world, and particular geography of India, also 17 pages of Mahadeo Shastri Puranik's Physical Geography; mathematics, plane trigonometry.
Assistant Professor Keru Lakshman.	General information.
Vishnu Pant	Nagdi Mulki, village accounts, 18 pages.
1st Class.	
Assistant Professor Krishna Shastri Chiplonkar.	English; McCulloch's Series of Lessons, 60 pages; Murathee reading, Life of Socrates, the whole; grammar (Dadoba's), 60 pages; Sanskrit Prefixes and Roots; History of the Murathas, 10 chapters; political economy; money matters, the whole; composition, short essays.
Assistant Professor Keru Lakshman.	Mathematics, spherical trigonometry; natural philosophy (from Tomlinson, 60 pages); geography, Mahadeo Shastri Puranik's Physical Geography.
Vishnu Pant	Nagdi Mulki, village accounts, 18 pages.

KRISHNA SHASTREE CHIPLONKUR,
KERU LAXSHMAN, C.
Assistant Professors, Poona College.

Poona College, 15th Oct. 1857.

APPENDIX [M].

LETTERS FROM THE VISITOR OF THE POONA COLLEGE.

No. 5 of 1856.

To E. I. Howard, Esq.,
Acting Director of Public Instruction.

Sir,—I have the honour to submit for your consideration the following statement in reference to the Sanskrit department of the Poona College.

2. In my communication, of date the 3rd September, I mentioned that I hoped to be able to submit, ere long, a plan for the entire Sanskrit department, fixing the relation of the school and college divisions, the order of the classes, &c. The changes that have been already introduced have, for the most part, applied to the lower or school division. The upper division has been indeed affected by them, and, in particular, much closer attention has been paid to the vernacular than was formerly demanded; still the alterations that appeared requisite were, as I ventured to express it, "so largely revolutionary," that I hesitated to put them before you in all their fulness until I had examined and re-examined the question on every side.

3. Were I to enter into a minute statement of the grounds on which my convictions rest, I should certainly be wearisome, and perhaps I could hardly fail of appearing pedantic. All such details, therefore, I shall omit, substituting in their room one comprehensive statement, namely, that this subject has all along appeared to me so gravely important that no proposals ought to be submitted to Government until my views were fully matured by much thought, and by correspondence with parties capable of forming a trustworthy judgment on the subject.

4. The following is an outline of the course of study which I would recommend in the Sanskrit department:—

(*a*) The entire course will occupy seven years. It will include in all cases a thorough study both of Sanskrit and Murathee. When Murathee has been pretty fully studied before entrance (which will not unfrequently be the case), English may be substituted for Murathee in the latter part of the course.

Note.—If one particular branch of Sanskrit study, which appears to me *desirable* but not *necessary* (see *infrà*), be excluded, the course might probably be compressed into six years.

(*b*) The Sanskrit department will consist of a school and a college division. The former will be attended for three years, the latter for four, or, with the exclusion of the class above referred to, three.

(*c*) *Lower Division.*—The studies in this division will be the following (let it be understood that the books here specified are not suggested as the only suitable ones, but rather that each book is mentioned as the representative of a class of books):—

FIRST YEAR.

First six months.

Rama Rupavale.
First Sanskrit Reader.
Rupavale.
Examples; simple sentences, orally.

Second six months.

Small Samas Chakra.
Second Sanskrit Reader.
Exercises; sentences, orally.
Easy moral verses.
Writing to dictation.

SECOND YEAR.

First six months.

Dhatu Rupavale.
Writing to dictation (if necessary).
Writing of simple exercises.
Sanskrit conversation.
Hitopadesha (selections).

Second six months.

Moral selections, prose and verse.
Raghuvansha, one Sarga (i. e. quasi-canto).
Composition (prose).
Conversation.

THIRD YEAR.

First six months.

Sanskrit grammar, on European plan.
Pancha Kavya (selections).
Essays.

Conversation.
Translation from Sanskrit into Murathee.
Translation from Murathee into Sanskrit.

Second six months.

Ramayana (selections).
Mahabharata (selections).
Dramas (one at least).
Shruta Bodha (a work on Prosody).
Lectures by teacher on Sanskrit literature, considered historically, not esthetically. Essays by pupils on same subject.

Note.—The above course ought to give the student a very good knowledge of the Sanskrit language, and some knowledge of the literature.

(*d*) *Upper Division.*—The student will now enter on what is properly a college course. He will study Sanskrit literature esthetically as well as historically. He will also study Sanskrit philosophy. It is desirable, although not absolutely necessary, that he acquaint himself with physical science as expounded in Sanskrit authors.

With regard to the literature, it will be useful, when practicable, to compare it with the literature of Europe. With regard to the philosophy, a comparison of it with the philosophy of Europe will be very highly desirable. With regard to physical science, such comparison must be, at every step, made imperative and indispensable; without it, the study of physical science, as expounded in Sanskrit authors, would be positively mischievous.

As an object in the upper division is to communicate ideas rather than words, Murathee (or English, when that language is understood) will be much used; but Sanskrit

will also be used as a medium of communication, since, from his previous training, the student will be able to speak it with fluency and precision.

(*e*) With regard to the arrangement of studies in this division, there seems nothing in the nature of things to fix one order as solely correct; and we find, accordingly, that the arrangement of academical studies is different in different universities in Europe. Without arguing the general question, but looking at the characteristic powers and deficiencies of the Hindoo mind, I would recommend that the physical science and literature should precede the philosophy (that is, the metaphysics, logic, and ethics). The only deviation from this order that appears to be in any case desirable is, that if we possessed any simple and brief treatise on logic, it might be well to master it early in the college curriculum, with a view to collect and arrange the sadly undisciplined and straggling ideas of our Sanskrit students.

With regard to the physics and literature, either may take precedence. Should it be found practicably more convenient to study them contemporaneously, there is no objection to such an arrangement. Separately, each branch would occupy a year; jointly, they would, of course, occupy two.

(*f*) *Physical Science.*—We entirely exclude from this class, which corresponds with the Hindoo Yotish, a good deal which, according to the native system, would be comprehended under it. We exclude all the pure mathematics, as expounded by Sanskrit authors. The mathematical training of the student must be acquired through the medium of Murathee or English. An acquaintance with ancient Sanskrit mathematics will not indeed be

scouted as quite useless; still, it will rather be regarded as ornamental, as an accomplishment which may, in certain circumstances, deserve consideration, but which can in no case compensate for the want of any of the regular branches of the curriculum.

The branches of study in the class of physics will chiefly be geography and astronomy. These must first be thoroughly mastered according to the European systems, and only then studied according to the Hindoo systems: that is, in fact, the student must, at every step, apply an accurate acquaintance with true geography and astronomy to the investigation and refutation of the erroneous geography and astronomy of India.

Although not included under the Hindoo term *Yotish*, I would introduce a little *chemistry* into this class, which falls naturally within its province; as we make it a class of physical science generally. But a few lectures on this subject would suffice, inasmuch as the Hindoo chemistry is not an extended and systematised branch of study. It is hardly necessary to observe that the study would be limited to an examination of the Hindoo chemistry and a comparison of it with the European system.

This class, of physical science, is the one to which I have already more than once referred as desirable, but not absolutely necessary. Such a class does not at present exist in the Sanskrit department, the Yotish class having been abolished on the remodelling of the Poona College in 1851. Unquestionably, as the Yotish class used to be taught, it was worse than useless; nor do I for a moment dream of the revival of the old class, which was, in fact, a class of Ptolemaic astronomy and astrology, both systems being taught as true. I think, therefore, that the fact of

the suppression of the old hurtful Yotish affords no argument against the establishment of the class I suggest.

It may be well to mention that in the Sanskrit college at Benares, as remodelled by Dr. Ballantyne, the branches of natural philosophy and astronomy are retained; on the other hand, in the Sanskrit college of Calcutta, which is under the superintendence of a very able native principal, these studies do not seem to be included in the curriculum.

I have dwelt at some length on this question, not because of any very great importance belonging to it, but because it is the only question connected with the remodelling of the Sanskrit department on which I see room for doubt or hesitation.

(*g*) *Rhetoric.*—I retain the name which has been usually given to this class, but the designation will be employed in a comprehensive sense. The class will be, for one thing, a class of literature (the higher Sanskrit literature); hence the more elaborate writers, the *classical* poets of India, will be studied, and studied critically.

As it will be impossible so to revolutionise the class of Sanskrit grammar as to make it include an enlarged study of philology, it will be requisite to include in the class now under consideration the study of the historical progress of the Sanskrit language, with a comparison of the phraseology of different periods.

Comparative philology may be at least commenced, and the place of Sanskrit among Indo-European languages explained. More particularly the relation of Sanskrit to Murathee may be studied.

The Hindoo works on criticism are pretty numerous. Unfortunately, all of them tend to run into excessive and useless refinements. Let them be consulted; but I think

that an accurate *study* of *one* of the standard works on criticism would suffice.

Some good work on criticism should be translated from English into Murathee, and the Hindoo canons could then be compared with those which prevail in Europe.

I should expect much good to arise from having a few of the most admired passages of Homer, Virgil, and Milton rendered into Murathee and Sanskrit, and critically read. The rendering into Sanskrit would be no very Herculean task, and that into Murathee would be easy (but I should note that this rendering is not to be executed by the pupils, but for them). A few such versions of striking passages from European writers would be highly suggestive, far more so than mere *rules*. One of Shakespear's plays could, in like manner, be compared with a Hindoo drama. The immense diversity between eastern and western thought would at once strike the student, and do so more forcibly in this way than in any other that could easily be had recourse to. I should anticipate enlargement of thought and purification of taste as the result.

Without this continual recurrence to the canons and examples of Europe, I do not see that the study even of the most boasted Indian poems can achieve the result which we seek. Even the finest productions of Kalidasa are often defaced by puerility or extravagance.

Some attention ought to be paid in this class to the composition of Sanskrit verses.

(*h*) Next would come the study of philosophy; that is to say, metaphysics, logic, mental philosophy, and ethics.

At present we have a class of Nyaya, or what is generally called logic, in the Sanskrit department. The Nyaya,

however, is more than logic; it is really a system of philosophy, pretty complete in itself. Of the six great systems of Hindoo philosophy, the Nyaya is doubtless the one that is least revolting to our European modes of thought. Still it is very far from a correct theory of "knowledge and being;" and it is assuredly high time to interfere with its authoritative inculcation in a Government college.

In remodelling this class, let us proceed as in the classes already considered. Let the philosophy of Europe be early introduced; and probably the outlines of the Baconian philosophy, as given in Dr. Ballantyne's Bacon in Sanskrit, would be a happy mode of doing so.

Two small simple treatises of the Hindoo Nyaya, called the Tarka Sangraha and Tarka Dipika, could also be studied at an early stage.

Dr. Ballantyne has published a series of valuable works, called "Reprints for the Pundits." Several of these Reprints are on philosophical subjects, and probably would be the cheapest and best text-books, especially when he has effected his intention of having them translated into Murathee.

The same author has published several important Sanskrit philosophical works, with English translations. So, in the admirable "Bibliotheca Indica," published at Calcutta, important aids exist. Again, Colebrook's Essays on Hindoo Philosophy are most valuable. Thus, without having recourse either to French or German, the teacher of this class, if acquainted with English, could find no difficulty in instructing his pupils.

Much should be done in the way of lecturing by the teacher. Essays on the subjects of the lectures should frequently be written by the students.

Of the six Hindoo systems of philosophy, *three* are especially famous, viz. the Sankhya, the Nyaya, and the Vedanta. The essential principles of all these should be mastered, their diversities and contradictions noted, their merits and demerits summed up, and the whole compared with the philosophy of Europe.

The above course of philosophical study may seem somewhat formidable. Yet, as the study would extend over two years, it probably would be found easy, or, at all events, practicable. It is by no means more formidable than a complete course of philosophy at a European university; and in a thoroughly efficient Sanskrit college, all who might desire to prosecute the study ought to have it in their power to do so, to the extent that has now been proposed.

5. The above, then, is the scheme of study which I propose for the Sanskrit department. It would extend, as has been observed, to seven years, or, with the omission of physical science, to six.

6. But no reference has been made in the above scheme to the studies of Sanskrit grammar and Sanskrit law.

With respect to grammar, it will be seen that it must be acquired as taught on the European plan in the school division; excellent Sanskrit grammars exist in English, as, for example, those by Professors Wilson and Williams; and should the translation of Wilson's, which has been submitted to you, be approved, we can at once proceed to teach it, so that all our Sanskrit students will be good grammarians.

But Sanskrit grammar, as expounded by the great Hindoo writers, is a study of infinite complexity. The

aphorisms of Panini, the greatest authority on the subject, are, according to a well-known remark of Sir William Jones, "dark as the darkest oracle." The full comprehension of Hindoo grammar demands the uninterrupted toil of twelve years; and should the appalled student stop short after six or eight years' toil, he is disdained by the thoroughly initiated as a mere smatterer.

What can be done in such a case as this? To strike out the study of Panini from the list of college studies, seems undesirable; yet it is still more so to condemn a reluctant student to a task so hard, and to most so unprofitable. I propose then leaving it as an extra class, which all who choose may attend, but which shall be compulsory on none.

7. The class of Hindoo law will, in like manner, be an extra class, not entering into the regular curriculum of the college.

On a study so purely professional, I do not know that any suggestion I could offer would be of any value. I have, however, been trying to understand the bearings of the question, and may perhaps offer a suggestion or two by and bye.

8. I would propose that no part of the scholarship fund be appropriated to the students of the two extra classes.

9. I trust the above statement is sufficiently clear, and that I need not detain you with additional explanations. By way of vindication I need say nothing: all that have reflected on the subject are fully aware that reform in the Sanskrit department is urgently required. Extensive alterations have been of late years introduced into the Sanskrit colleges of Calcutta and Benares; and the reasons

which have determined the question in those seminaries are no less cogent in Poona. The changes proposed are great; but minor reforms would not suffice to render the Sanskrit college really valuable as an educational institute, in which a thorough training shall be imparted to the mind, and men be fitted to occupy useful and honourable positions in society.

10. From the length of time that Major Candy was connected with the Poona College, and his thorough acquaintance with the details of the institution, I have deemed it my duty to inform him of the alterations which appeared to me desirable or necessary. I have been gratified to find that he approves of these alterations; and, in justice both to him and myself, I may quote the following paragraph from a letter recently received from him:—"I think the changes which you mention in the Sanskrit department are very good, and I hope that they will work well. If I had remained, I should have wished to make these, or similar changes. The *immediate* effect might have been a great reduction in the number of students; but, Government being prepared for this, I should not have minded it." At the time I wrote to Major Candy, the details of the scheme as it has now been submitted were not ready, and therefore it would not be fair to him to hold him pledged to every particular in this communication, but the leading principles of the reform were set before him at some length.

11. Some attention is paid to Sanskrit by a considerable number of the pupils of the English department, and the right adjustment of their Sanskrit studies has not been overlooked. A brief explanation of the arrangements will be submitted to you; but it seems desirable to confine

this communication to a statement of the scheme of the proper Sanskrit department.

12. Should you approve of the suggestions now made, a plan of the requisite teacherships and professorships will be forwarded without delay. Probably there will be for some time a considerable reduction of expenditure; but in two or three years, when the classes of the upper Sanskrit department, as here sketched, will be in full operation, the reduction cannot be so great. To teach philosophy and literature, as in our remodelled Sanskrit college these branches should be taught, we need well-educated men, and their payment must be in proportion to their attainments. Still, even then, I expect that the expenditure will be somewhat less than it is at present.

I have the honour, &c.,

(Signed) J. Murray Mitchell.

Poona, 6th November 1856.

No. 6 of 1856.

To Edward I. Howard, Esq.,
Acting Director of Public Instruction.

Poona, 2nd December 1856.

Sir,—I have the honour to submit the following statement in reference to the normal school. On the 7th October last the normal school occupied the building which has been rented for its special accommodation. This date was a good deal later than we had expected, and the delay doubtless interfered, to some extent, with the efficient working of the school. It is now, however, satis-

factory to find that the house (which is rented for Rs. 36 a month) is sufficiently capacious and suitable for the accommodation during the day, and if necessary during the night, even of a larger number of pupils than our lists at present exhibit. The proximity to the college is in many ways advantageous.

2. The compound is not yet entirely cleared of rubbish; but when that work is completed something might be done in the way of gardening, if the pupils were so inclined; there is abundance of water at hand; at all events, everything in and around the building ought to be scrupulously orderly and neat.

3. The entire number of pupils is seventy-seven; of these thirty are *normal scholars*, twenty are *candidate masters*, and the remaining twenty-seven are *unpaid*, or, as they have generally been termed, *free students*. It is very encouraging that the number of the unpaid students should be so large. It is somewhat in excess of what we anticipated when my last report on the normal school was given in.

4. In Appendices A and B, which are herewith forwarded, there will be found tables exhibiting the division of the school into classes, the attendance in each of these, the pay of the students, the teacher, the subjects taught by them respectively, and the length of time they are employed. It will be seen that the school is divided into five classes.

5. In Appendix C, which is herewith forwarded, will be found a scheme of the proposed course of study. It has been drawn up with considerable care. Mr. Keru Luxumun, Mr. Bhasker Damodher, Mr. Erskine, and myself have repeatedly examined, I may say, every separate

item of it. I trust it will be found to a large extent self-explanatory, yet a few remarks seem called for, especially as some of the questions that came before us were by no means devoid of difficulty.

6. We have not required any very high degree of mathematical knowledge. The pupils would have been both willing and able to go through a course considerably more extended. The estimate of the relative importance of mathematics which prevails in the native community generally is certainly too high, and we must not foster the error. At the same time, although the teachers that leave the normal school must be cautioned against the popular error, it is well that they should themselves know a good deal of mathematics, as the discovery of any deficiency in mathematical knowledge on the part of the schoolmaster would be fatal to the reputation, among the villagers, of both schoolmaster and school.

7. Our plan of study will ensure, we trust, an accurate knowledge of the Murathee language. Much attention will be paid to pronunciation, composition, and speaking, or, as we may call it, elocution. Unfortunately, the higher study of Murathee is apt to degenerate into an attention to dry grammatical technicalities. We possess as yet almost no *classical* Murathee. We have no prose writer, who has been able to convey high thought or generous sentiment in fitting and noble words; although we have writers of verse, whose words seem to reach the bosoms of the people, still a cultured European mind can never say of them:—

> . . . . Depascimur aurea dicta,
> Aurea perpetuâ semper dignissima vitâ.

The attainments, then, of our students in Murathee will

probably amount to no more than correctness, and considerable fluency in the use of the language; it seems useless to attempt higher things among the pupils of a normal school.

8. The extent to which the study of English should be carried is a question on which there is room for diversity of judgment. I must myself confess to something of a change of opinion on this point. At first, I believed that very little attention ought to be paid to English, even by our most advanced students, especially on account of the danger of English interfering with the study of the vernacular. I still think that the careful study of the vernacular requires to be enforced and scrupulously watched over, as the students generally have a very inadequate idea of its importance. But, at the same time, I trust all justice may be done to the vernacular, and yet considerable attention paid to English. Our object should be to communicate such a knowledge of the latter that, at the end of his course, a normal scholar would find the perusal of an ordinary English book no irksome task. He ought to have such a knowledge of English that it would be both easy and pleasant for him to keep up and extend that knowledge. The great argument for this is that Murathee literature is as yet so exceedingly defective, that a student, by its means alone, cannot, however willing, attain a high degree of mental culture. In the towns and villages we hope our teachers will be giving knowledge to all around them; but it is certain that, from their associates, they will be getting none. In these circumstances they will be very apt to discontinue their own education, and sink into a dull mechanical routine. We seek to counteract this sad gravitation downwards (strong enough in all cases, perilously strong in the case of our

schoolmasters), by imparting to them such an acquaintance with English, that general information, science, and even perhaps some appreciation of at least the prose part of classical English literature, may be not hopelessly beyond them.

9. With regard to *history*, it will be seen that Murathee Indian and English history will be studied. Murathee history and general Indian history are, of course, indispensable, and certainly English history is scarcely less important. By means of the last a whole world of new ideas is, or ought to be, opened up to the student. We are all aware of the necessity of not allowing the important study of history to degenerate into a recollection of mere dates or names. The danger will be guarded against, as far as is possible; but here our old complaint must be repeated,—we have no satisfactory Murathee books to teach from, all are dry, "dry as the remainder biscuits after a voyage." Nearly every thing, then, will depend upon the teachers. They will be warned and exhorted, and, doubtless, they will do their best. What more can be said?

10. The important studies of *geography, physical geography*, and *astronomy*, it will be seen, have been provided for.

11. The items of *merchants' accounts, village accounts, criminal Regulations*, &c., will carry their own vindication with them. There may be little of education in them; but to the pupils in the towns and villages such things will be invaluable *information*.

12. It will be observed that we just touch the borders of *Sanskrit*. The study would have been popular, but we have not encouraged it. It will be studied only in the sense in which Latin can be said to be studied in a class of English grammar, when the pupil is shown how Latin

affixes enter into the composition of English words. This much an intelligent study of Murathee certainly requires.

13. Besides the ordinary teaching given in school hours, we think a good deal can be done by means of lectures at extra hours. Chemical lectures, with experiments; history, in some of its more striking exhibitions, and, in particular, its nobler morally heroic part; health, and simple medical rules; cleanliness; gardening; education, its history and theory; and, above all, morality, duty;—these things can be treated in lectures delivered by our most advanced men.

14. Hardly less important will be the discussions. These are held every Saturday, and have already been very interesting and encouraging. An essay is first read by one of the students; speakers, previously appointed, follow, and then the discussion becomes general. Bhasker Rao, Keru Punt, and Nana Shastri Apte have carefully watched over these discussions. I have been present several times, and been struck with the *life* that characterised them. One of the three gentlemen now referred to has summed up the result of the discussions, and explained what needed explanation. Three hours have been found to pass away pleasantly, and, to all appearance, very profitably, in these meetings.

15. A weekly excursion seems highly desirable. It is astonishing how little our pupils are disposed to think of this themselves. Many of them would live in Poona for weeks, even months, and hardly think of stirring out of its streets all the time. Health requires more exercise in the open air than native students are disposed to take. Much, too, may be taught on these excursions, if a competent teacher accompany the pupils; a good deal about flowers and trees, and streams and hills, and stones and rocks, and

birds and beasts; something of history, for though we cannot say of the neighbourhood of Poona, that "every field has its battle, and every rivulet, its song," yet tales, half mythic, half historical, but wholly romantic, cluster around these old mountain-forts that surround us, and at all events here was the struggle that annihilated the power of the Peishwa (let us go and fight the battle of Kirkee over again); something of astronomy, too, if our pleasing excursion has beguiled us further than we intended, and the stars have come out to light us home again.

16. So much, and perhaps too much, about the studies. Another point of equal importance is the training of the pupils to teach. All the classes, five in number, except the lowest, will teach one hour a day, which is long enough, when they themselves study five hours a day. The highest class teaches in the vernacular department of the college, the second, third, and fourth teach in the three Government vernacular schools in Poona. While teaching they are closely superintended, and suggestions, as may be needed, are afforded them. An assistant professor superintends them while they teach in the college, and their own two masters superintend them while teaching in the Government vernacular schools.

17. The above explanations will probably be deemed sufficiently minute in reference to the present employments of the pupils. We are far from thinking that the scheme is perfect, or that its results will be of a very commanding nature. The whole establishment is a humble one. The assistant masters who have most to do with the normal school are faithful, diligent men; but their own attainments are not of a high kind, and though we shall earnestly labour to supplement what on their part is neces-

sarily wanting, still, at least, the mental training of the pupils will fall far short of what we could earnestly wish to see it; for I suppose I need not stop to refute the fallacy, that an imperfectly trained man can satisfactorily teach even the humblest school. I doubt not we shall be able to communicate information to a sufficient extent; what I fear is, that with all the aids and appliances which the present establishment enables us to bring to bear on our pupils, there will still be too much of mere mechanical system and dull routine. But let the experiment be fairly, fully tried. The school will certainly do good, and it may prove an encouragement to attempt to rise to something higher.

18. As it stands, what supply of teachers can be expected from the Poona normal school? We may say, about *twenty* annually. It would be well if the demand for teachers could be so regulated that students should not be drafted away from the lower classes; that is to say, that only the highest class should part with normal students, and the fourth with candidate masters.

19. But this reminds me that I have not adverted to one point, which ought to be clearly understood. In my communication of 13th August I mentioned that the course of study would extend to three years; that is, the course of the normal scholars, properly so called. The course of the candidate masters is distinct from this; it is lower, and occupies two years. Hence the division of the classes into five; it has not been found practicable to compress them into fewer, without doing injustice to the pupils.

20. When teachers for ordinary village schools are required, on a salary of about Rs. 10 per mensem, our candidate masters will meet the demand; when teachers are

required for town and Talooka schools, on salaries ranging from Rs. 15 to Rs. 30, the normal scholars will be called upon.

21. With regard to the superintendence of the normal school, there seems to be room for doubt. While it existed as the normal department of the Poona College, it was under the superintendence of the principal of that institution. But how stands the case now? or rather, how shall it stand? I have been especially requested to mention this as a point which should be speedily determined.

22. A point of still greater importance is the following:—It was the expectation, and I think the earnest desire of Mr. Erskine, that the pupils should spend the night in the normal school building, except in rare and exceptional cases. It was therefore expressly stipulated, when we appointed the stipendiaries at the examination held early in August last, that they should sleep in the building, if we wished it,—all consenting, with one doubtful exception, on this point. I entirely agree with Mr. Erskine, such an arrangement is very desirable. I do not see that we can satisfactorily watch over the morals of the students, especially of those who are not connected with Poona. Without this, as the general practice of the establishment, we could be liberal in granting exemption. Thus all who are married (using that word in the English rather than the native sense) could be exempted, and whoever could show that his parents or other relatives needed his presence at home could be so too. Still the mass of our pupils should remain at night in the normal school.

23. But with our present establishment this is impossible. Servants would be required, at least four additional to the one now on the establishment. Then, if, instead

of its being compulsory, we made it optional with the students, we could not effectually draw them without offering some pecuniary inducement, say at least eight annas per mensem, to each student who complied with our desire.

24. Of the two systems, the compulsory and the optional, I prefer the latter; but it is somewhat the more expensive.

25. When we prosecute this question, it merges in a more general one, that of the moral training of our pupils. To that great topic I can do no justice in this paper; but it is one on which, before I leave Poona, I should like to express a few thoughts. I will not, however, pledge myself on this point. I content myself with the expression of a hope. The solemn importance of the subject at once attracts and repels.

26. I observe, on looking over the above, that I have omitted to mention, as I intended, that Rao Saheb Bhasker Damodhur, Rao Saheb Mahadeo Govind Shastre, and Assistant Professor Keru Luxshmun, are fully persuaded of the desirableness of the study of English being prosecuted to the extent specified in para. 8.

I have the honour, &c.,

(Signed) J. M. MITCHELL.

No. 2 of 1857.

To E. I. HOWARD, Esq.,

Acting Director of Public Instruction.

SIR,—I have the honour to submit for your consideration some suggestions on the study of the vernacular language in the Poona College.

2. When I commenced my duties as visitor of the Poona College, the part of the work that struck me as demanding consideration in the first instance was the Sanskrit department. The re-adjustment and extension of the normal school next occupied my attention. The whole question of vernacular study was also before me; and, by repeated inspection, I endeavoured to form an impartial estimate of the attainments of the pupils. In the meantime, Krishna Shastree Chiplonkur, the professor of vernacular literature, ceased to attend the college, and his duties devolved on Nana Shastree Apte. This arrangement undoubtedly impeded our progress in the vernacular department. Nana Shastree is an able man, an excellent Murathee scholar, and very pains-taking. Still he found the working of so complex a machine to be somewhat perplexing; and when I begged him to give me in writing a full report on the vernacular department, he was unable to comply with my request for several months. I attribute no blame to Nana Shastree for this delay, which, in the circumstances, was doubtless unavoidable. On the contrary, I had much reason to be satisfied with the zeal and fidelity of the acting professor. The novelty of the situation in which he found himself, and the difficulty of some of the questions it suggested, sufficiently explained the length of time he took to carry out all my wishes.

3. I do not know that I need trouble you with the long report of Nana Shastree Apte. It enters minutely into the arrangements which he deemed requisite for the satisfactory study of Murathee; but, as it is not so much an exposition of principles as an enumeration of details of class arrangements, I do not send it. I directed that a copy of it should be kept for reference in the Poona College.

4. In the beginning of December, Krishna Shastree Chiplonkûr resumed his duties in the college. I accompanied him in repeated and careful inspection of all the vernacular classes. I had also several interviews with him and Râo Saheb Bhasker Damodhur, for the purpose of fully comparing our views on the subject of vernacular study. Assistant Professor Keru Luxshmun also attended some of these meetings. I was happy to find a wonderful amount of unanimity amongst us, any slight difference of opinion that existed at the commencement of our conversations generally disappeared before the conclusion. In proceeding to enunciate a few principles on the study of the vernacular, I may fairly give them as the opinions of my native friends as well as myself. I do not wish to commit them to all the details of the following paper, which they will not be able to see before I give it in; nevertheless, my conviction is that it will contain nothing which is not involved in principles which we have already, in common, discussed and admitted.

5. Let us begin with noticing very humble and elementary matters.

I am not aware that in any school the *reading* of Murathee has received all the attention it deserves; or, I should rather say, I am not aware of the existence of any book which gives anything like systematic directions on the subject. Yet the point is not unimportant. On account of the large admixture of Sanskrit in Murathee, the language contains many difficult combinations of letters. These greatly perplex the middle and lower castes, and even the Brahmans find many of them difficult.

I would suggest that special attention be paid to this subject of the elementary classes. A list of difficult words

should be made out, and the pupils should be exercised on these. In ancient schools of rhetoric, the most barbarous and almost impossible combinations of letters had to be mastered by the student, in order that he might acquire perfect command over the organs of speech; but I by no means insist on this. I would give none but really existing words, and words of pretty frequent occurrence; and the question resolves itself simply to this,—as accurate pronunciation is, of course, indispensable, *when* is it to be acquired, and *how?* I answer, *as early as possible,* in the classes of the Poona College, and with the aid of such a list as has been suggested.

6. So much for syllables and single words. The reading of clauses and sentences is at least as important. Unhappily, the whole subject of *elocution* remains unthought of in Murathee schools. Elocution, when it degenerates into the art of spouting, is, of course, contemptible; but, as the art of speaking, it is of high importance. My impression is, that natural and graceful oratory is exceedingly rare among the Murathee people, and that natural and graceful reading is almost equally so. *Distinctness* of enunciation is often wanting. Correct *emphasis* is, so as to bring out the sense, almost always so. *Modulation* of the voice and harmony seem utterly unknown. Connected with the last defect is the entire disregard of harmony and rhythm in Murathee composition. The language, to be sure, is somewhat harsh, yet it is not hopelessly untunable; and those now frequent asperities, "that would have made Quintilian stare and *gasp,*" might easily be avoided.

Certainly cadence, modulation, and some faint trace of musical intonation should be demanded in our classes.

Let us make a commencement, and let the college set a good example. I think a book of rhetorical extracts should be compiled. When I say rhetorical, I do not mean that the language should be elaborately ornate and elegant, in the oriental sense of the word. Composition, at once simple and refined, and, as has been explained, harmonious, is what is needed. Unhappily very little of such composition exists in the Murathee language; but let the best possible selection be made, and an improvement will take place ere long.

I have said thus much in reference, not to the teaching of the art of *composition*, which I shall refer to further on, but in reference to reading and *speaking*. I might also have suggested the use of *recitation*. It would be very advantageous to have stated recitations of such selected passages, both of prose and verse.

7. Let us now attend to the subject of *writing—penmanship*. Murathee is written in two different characters, Modi and Balbodh. The former is the current hand; it is almost universally the character used in business. The latter (the well-known Deva Nagri character) is more difficult to write, but much better adapted for typography. Both of these characters ought to be learned by every student, so as to be *read* with fluency. It is, however, a question, whether the student should be compelled to learn to *write* both characters with fluency. Balbodh is difficult to learn, is not often required, and it prevents the student from writing a good English hand, at least when practised to any great extent. Modi, as now written, has no proper distinction between long and short vowels, and its representation of double letters might be somewhat improved. It would also be well to make some of the letters that

deviate unnecessarily from the Balbodh to approximate more closely to that character, without, in the least degree, injuring Modi as a current hand.

These suggestions regarding Modi and Balbodh I would propose rather as interesting queries than as fixed convictions. The views I have expressed were communicated by Assistant Professor Krishna Shastri; but I am inclined, on the whole, to adopt them. That Balbodh tends to spoil the writing of a good English hand is the impression, I believe, of Principal Harkness.

8. We may next speak of the study of *grammar*. In the treatment of Murathee grammar, we trace something of that tendency to excessive refinement which characterizes all Sanskrit grammarians. A Murathee teacher, when anxious to make his pupils good grammarians, loads their memories with endless technicalities, with stupendous systems of nomenclature. Let this be perpetually guarded against; and let the teacher be required to explain, and render fully intelligible, all the distinctions and terms which he asks his pupils to learn. We have at present in use in the college an advance grammar by Dadoba Pandoorung, and a very elementary work called Bal Vyakaran (or boys' grammar). An intermediate book is much required; and, when it is prepared, I believe it will not be necessary to insist on Dadoba's being fully mastered by any pupils except those who are under training to be teachers in pretty advanced schools. There is an intermediate work by Gungadhur Shastree Phadake; but I am informed that it is opposed to Dadoba's work in so many points that it is hardly possible to teach both in the same seminary. At all events an intermediate grammar is required. Other deficiencies exist. We greatly need a systematized sum-

mary of the rules of syntax, accompanied with copious examples. I should also be happy to see something on the subject of prosody in Murathee grammars, as we generally have in English ones.

9. The subject of *composition* naturally next suggests itself. We have no standard authors, no classics, so to speak; no models of correct and elegant composition in Murathee. Very much, therefore, will depend on the teacher, more than in the study of English. I fear we cannot at present look for any higher attainment than accuracy,—grammatical and idiomatic accuracy. As an aid to the attaining of that harmony of periods, which has been already referred to as entirely wanting in Murathee books, I would recommend that attention be paid, to some extent (not to a very great extent), to the composition of Murathee verse of the various species of metres; it would be sufficient to attempt three, viz. *Ovi*, *Abhang*, and *Arya* (ओवी, अभंग, आर्या). The first is loose and easy; the second is stricter; the third stricter still; but even the last is not difficult.

A question exists in regard to Murathee style, similar to one which exists as to English style. In what proportion should Sanskrit mix with the pure Murathee? is the same as the old question, how much Latin shall we mingle with good Saxon in our composition of English? I believe that among almost all Brahmans there is a tendency to overlay and overwhelm the native Murathee with the learned language; and that (in this connection), for one oriental Swift who knows the power of his mother tongue, there are scores of oriental Johnsons who delight in a pedantic and stilted phraseology. This evil must be carefully guarded against. Of course the language of philo-

sophy will be drawn from the Sanskrit, as in English it is drawn from the Greek and Latin; but the Murathee is, in itself, a copious and expressive dialect; expressive, at all events, in reference to the thoughts and feelings and occupations of ordinary life.

10. The subject of *translation* is closely connected with the one we have been considering. The "translation classes," which were taught an hour a day when Major Candy was in Poona, have been discontinued. Whatever was proposed for the cultivation of Murathee by so excellent a Murathee scholar as Major Candy carries the best possible recommendation, in the simple fact of its having his approval; and, as superintended by him, I have no doubt these classes were highly useful. Nevertheless we have discontinued them. We found that in his absence we could not satisfactorily conduct them; all our strength was required elsewhere.

The importance of teaching translation as an art, and of training up men who may aid in the great work of rendering valuable English works into the vernacular, is, of course, exceedingly great; and I beg that we may not be understood as calling it in question when we discontinued these translation classes. But, in so far as concerns the mastering of the Murathee language, my conviction is that translation from or into English is no more necessary than translation from or into Latin or Greek is necessary for the mastering of English in England. I hold that a lad occupied in this kind of work runs a great risk of missing the idiom in both cases. Let Murathee be, in the first instance, thoroughly mastered *per se;* let the student acquire as much as possible of accuracy, fluency, and elegance. Having thus mastered Murathee he will

be prepared to learn not Murathee, but English, by means of translation,—translation first from English into Murathee, which is to him necessarily the easier process; and secondly, from Murathee into English.

Thus, then, these translation classes would serve the double purpose of teaching the students English, and of training them to translation as an art. The latter object we could not dream of attaining to any considerable extent without Major Candy's aid. The former we really felt it was premature to seek, and that for the all-sufficient reason that the students required to have a considerably better knowledge of Murathee in the first instance, which knowledge, as I have said, the process of translation cannot give a student whose vernacular is Murathee.

I trust these views will commend themselves to your judgment. Writing, as I now necessarily do, *currente calamo*, I do them little justice in the exposition; still, I think they carry their evidence with them. I think, too, I am correct in saying that these are Mr. Erskine's sentiments as well as mine. I repeatedly conversed with him on the question; and it was with his entire concurrence that we suspended, in the meantime, the translation classes.

It may be well, in concluding this part of the subject, to say that I would have almost every English class in the school division to be in one sense a translation class; that is, I would have every English lesson rendered into the vernacular. Probably the very lowest English class ought not to attempt translation, as it ought to be engrossed with pronunciation; but, as soon as a class reads sentences which have a distinct appreciable sense, the words composing them not being selected merely for their *sounds*, as is

the case in the most elementary reading book, then translation should commence, and be continued till the student can think in English nearly as readily as in Murathee.

The *art* of translation is an extremely difficult one, and can successfully be taught, I think, only to the student who is *peritus utriusque linguæ*. But I see that, in the last two or three sentences, I have transgressed the limits of my present subject, which is not the study of English, nor the study of the art of translating, but the study of Murathee.

11. A question of considerable interest presented itself soon after I began to visit the Poona College. In our teaching Murathee, shall we teach the language simply? or shall we attempt, at the same time, to convey other knowledge? Here, for example, is a Murathee work on history, read by a class not very far advanced. Clearly, in the hands of the teacher, the book becomes a medium of teaching the facts of history, *not* the structure of the language. I found this kind of thing exceedingly common; so common that, when I pointed out the mistake, it was difficult to convince the teachers that in this case *style* should take precedence of *subject*. I very decidedly think that these branches of study, which will afterwards be mastered in English, need not be prosecuted far in Murathee, and that in the Murathee classes it should never be forgotten that the study of the language is the great thing to be aimed at. Accordingly, on this principle our reading books have been selected. In the higher classes, scientific and philosophical works have been introduced; but still not for the purpose of teaching science or philosophy, so much as for that of familiarizing them with the terms used in science and philosophy. Of course we do not *exclude* the teaching of the subject; we only *subordinate it* to the other object

in classes which are distinctively classes for the study of Murathee.

12. Another question was at least equally important. Shall we make Murathee proceed *pari passu* with English? or shall we allow a student to make more rapid progress in English than in Murathee? There is a much greater inclination to study English than to study Murathee; and, if we permitted them, many students would devote almost all their energies to the acquisition of the former. But if we fix a certain proportion of Murathee that must be acquired before a student rises into any particular English class, we shall compel the students to pay attention to both languages. Now this is the plan which, after a good deal of consideration, we have adopted in the Poona College. The question will admit of argument; but, on the whole, we decidedly prefer the system now mentioned. The great reluctance to study Murathee which exists among our students must be conquered in some way; and this way seems simple and practicable. I earnestly trust it may also be successful.

13. It may be asked, whence this disinclination to study Murathee arises. It arises from the simple fact that English *pays* and Murathee does not. A tolerable knowledge of English is far more remunerative than an accurate knowledge of Murathee. Students who know only Murathee are often anxious to perfect themselves in that knowledge; but students who know a little English grudge every moment that is devoted to the vernacular as so much time wasted. Now this is a very formidable evil; and it is most desirable that it should be fully appreciated. I am persuaded that exhortations, and even threats, will fail of securing due attention to vernacular study, unless the know-

ledge of Murathee is shown to be a clear worldly gain, and its absence a very positive loss,—that is, a pecuniary loss. Hence the suggestion contained in last paragraph, that we should make a lad's advancement in English partly depend on his advancement in Murathee. Another expedient, and one still more effectual, would be to make a thorough knowledge of the vernacular an indispensable prerequisite to promotion in all Government offices. But is this practicable? I fear it would be found a delicate thing to interfere with the heads of offices in their choice of suitable servants, and that, practically at all events, when English is the requisite, the Murathee attainments of the applicants will seldom be thought of.

Let me recommend this matter to your earnest consideration. The more I reflect on the subject, the more difficult does it seem to secure the thorough study of Murathee by young men who are learning English. So far as college discipline can secure this, no more effectual plan suggests itself than the one stated in last paragraph.

14. Another means of fostering the study of the vernacular would be to make the composition of books remunerative. We have no literary public in India, that is, among the natives; and the Educational Department, perhaps, would require to reward authors with sums beyond their real desert, this, at least, in the mean time. The natives undoubtedly think that Murathee authorship is exceedingly ill-paid.

15. The study of the vernacular would also be fostered by making books cheap. Many of the existing Murathee works are very dear. I might give as an instance the Murathee translation of "Conversations on Chemistry," which is a very well executed work, but almost inaccessible,

selling, as I believe it does, for Rs. 7 or so. It seems very desirable to sell books at prices considerably below what they cost the Government.

16. When the Bombay University is established, if the acquisition of academical honours is strictly connected with a correct knowledge of the vernacular, a certain impulse will be given to the study of Murathee. Even then, however, the measures which have been recommended in this letter will be indispensable, if we desire the study of the vernacular to flourish.

I have, &c.,

(Signed) J. MURRAY MITCHELL.

Bombay, 13th January 1857.

To E. I. HOWARD, Esq.,

Acting Director of Public Instruction, Bombay.

SIR,—I have the honour to submit for your consideration the following remarks on a class of moral philosophy which I taught in the Poona College during the latter half of the past year.

2. As soon as I was appointed visitor of the Poona College it occurred to me that, to give the curriculum the aspect of even tolerable fulness, it was necessary to introduce the study of mental and moral philosophy. I expressed my views on the subject to Major Candy before his departure from India (in the commencement of last May), and I was very happy to find that he entirely agreed with me on the question. When I had commenced my work as visitor of the College, my conviction of the desirableness of such a class became still stronger,

and I soon took an opportunity of mentioning the matter to Mr. McDougall, the acting principal. He entered into the proposal with the same zeal as Major Candy had done, and, without delay, applied to Mr. Erskine for permission to have the class opened. The permission was at once granted.

3. The first meeting of the class took place on the 16th July 1856, and the last on the 2nd January 1857. Our meetings were thus continued up to the time of my departure from Poona, which was the 5th of January.

The class met twice a week, for an hour each time.

The pupils consisted of the students in the college department and the teachers in the English department. The college students were eleven in number; the teachers, nine; in all, twenty. These constituted the class proper, and in their case attendance was obligatory. But the pupils of the candidate class were also invited to attend, but with the express understanding that attendance in their case was optional. At first a considerable number of the latter attended, and our entire list somewhat exceeded thirty; but after a time several discontinued their attendance, on the plea that they found the studies of the class too difficult. The names of thirty students in all remained on the roll.

The average attendance of the class was twenty-four or twenty-five.

4. Neither at the commencement nor during the continuance of the class did it appear to me desirable to communicate to the students much knowledge of the theories that have been propounded on the subject of mental science; and still less did I think of inculcating any formal system of my own. Any such attempt would have

been premature, and would have but filled the heads of my pupils with names and terms. My effort was to make the work of the class all along a discipline of thought, a training to close and consecutive reflection; the pupils were to be led to think for themselves, rather than commit to memory the thoughts of other men; that is to say (adopting the current phraseology of the day), our object was *education*, not *information*.

5. In addition to this, the moral training of the minds of the students was continually in my view as an object of infinite importance, more important even than the end I have already mentioned. Without entering on these religious questions, which cannot be at present introduced into Government seminaries, we have a whole world of precious truth in ethics and natural theology, with which the minds of the students cannot be too earnestly brought into connection. When I say *ethics* and *natural theology*, I use designations too technical, perhaps, to convey my precise meaning; let me say, then, that human nature, human duty, human happiness, man's relation to his Maker,—these are subjects to which the minds of the pupils of Government seminaries ought to be directed as systematically and earnestly as to any studies. While in the Elphinstone Institution they have received considerable attention, it is lamentable that they should hardly have found a place in the curriculum of the Poona College. I do not enlarge on this point, for I doubt not your convictions are the same as my own.

6. To secure the two great objects that have been mentioned (the discipline of the mind and the discipline of the heart, we might almost call them respectively), it appeared to me that I could do nothing better than follow the exam-

ple set us in the Elphinstone College, and study the admirable works of Bishop Butler on the subject of Human Nature, particularly on the nature and office of conscience. Butler's writings are *classical;* and if a text-book was to be adopted, we could hardly hesitate in choosing them as such. After a little consideration I was convinced that the use of a text-book was preferable to giving lectures in the mode generally adopted in the Scottish universities; I saw that with our students it was necessary, as a means of securing accuracy and thoroughness. Accordingly, with the exception of a short time given to Macintosh's Dissertation on the Progress of Ethical Philosophy, the session was devoted to the careful study of Butler. We read but slowly, quite as slowly as students in a university at home would peruse a difficult Greek classic. Every sentence, or at all events every paragraph, was carefully canvassed, and often every clause was separately considered. The students read in turn. When a paragraph had been read, I questioned them on the meaning, and then gave a running commentary, which was often very ample. Every student was invited to state freely whatever difficulties he might feel, either as to the sense of the passage or the truth of the sentiment it contained; and thus the lesson frequently assumed the form of an animated conversation. A good deal was also done in the way of mutual examination; that is to say, the students questioned each other. Still more of this would have been introduced, but for the tendency (which I found I could not quite control) of the young men to wander from the point in hand, and, instead of elucidating Butler, to propound remote and puzzling questions. In fact, to question on Butler is more difficult than to answer on Butler; and while my pupils

frequently performed the latter work to my satisfaction, I can hardly say they were equally successful in the former. Lastly, a good deal was done in the writing of exercises. We commenced by writing essays twice a week; but, as the students felt the task somewhat heavy, we by and bye contented ourselves with weekly exercises. These were written at home; they were examined and corrected by me at home, and one or two were read and commented on in the class.

7. The following portions of Butler's work were read and dissected in the manner I have described:—Three Sermons on Human Nature; two on the Love of our Neighbour; one on Self-Deceit; two on the Love of God.

8. The only formal, written-out lecture which I delivered in the class, was one on *the formation of opinions*.

9. The attendance of the pupils was nearly satisfactory. I do not call it wholly so, because I had occasion, on two or three occasions, to exhort the class to greater regularity.

10. The behaviour of the young men while in the class was all I could desire. I do not recollect that I had reason to find fault with a single pupil for his conduct. The students were perfectly under control, and exceedingly attentive to their lessons. This at least was the case while they were seated in the class; I certainly could have wished that some had prepared their lessons when at home with greater care. A good many, however, paid all possible attention to the subject of study; and, on the whole, I cannot complain of the class on the score of defective work.

11. With regard to the progress of the young men, I was pretty well satisfied. I could not expect it to be very marked in the space of six months. I thought there was

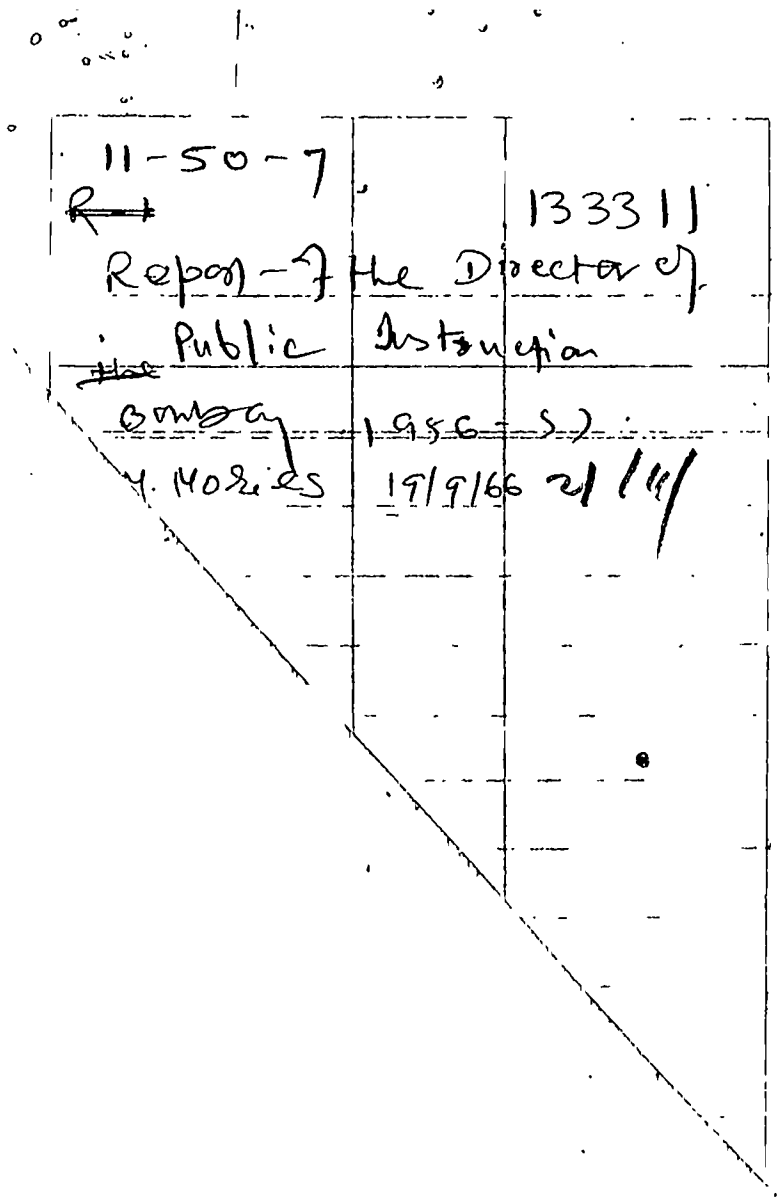
in several a perceptible growth of thought, that is, of the power of thinking; they acquired somewhat of that "mastery of the mind," as Degerando calls it, which lies at the foundation of all real excellence, whether intellectual or moral. Several also improved somewhat in composition. On the whole, therefore, I had much pleasure in instructing the young men; and although they are very far from being profound thinkers, I know that several of them do think, and are anxious to continue that mental discipline which they have hopefully begun. Years may pass away before any of them can claim the character of thoroughly educated men; still in several the foundation is laid, and only time is required to raise the superstructure. I should fear, however, that by this time some of the most hopeful of these to whom I refer may have left college altogether.

12. I trust I do not deceive myself when I say that my frequent expositions of man's position as a moral and responsible being, man's relation to his Maker, were always listened to with deep attention. In the case of a vast number of Indian youth, principles of the most sacred obligation are forgotten or denied; and the spirit is driven to and fro on the ocean of scepticism, without an anchor, without a compass, without a guiding star. I earnestly trust it may be far otherwise with the youth of whom I have been speaking; and that, as members of families, members of society, and subjects of the State, they may prove by their lives that the great truths to which they listened were not inculcated in vain.

I have the honour, &c.;

(Signed) J. Murray Mitchell.

Cannes (*Var*), *in France*, 25*th Feb.* 1857.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